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# PRACTICAL PROJECTS PLAYS and GAMES



GAIL CALMERTON





Class LB1027

Book .C25

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# PRACTICAL PROJECTS PLAYS AND GAMES

*for*

PRIMARY TEACHERS

BY

GAIL CALMERTON

FORMERLY SUPERVISOR OF PRIMARY INSTRUCTION  
FORT WAYNE (IND.) PUBLIC SCHOOLS

*"Light is the task where many share the toil"*

*Homer*



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## INTRODUCTION

This little book is the outcome of several years of effort on the part of Fort Wayne Primary teachers—effort to combine the spirit of play with the spirit of work. The Fort Wayne idea of education has for its conscious purpose the development of American citizenship. Such development comes only when the individual in the full exercise of his own rights and duties is willing that all other individuals exercise their full rights and duties. It is the aim in all the games herein presented fully to conserve this spirit of fair play. We have sought to preserve the initiative of the child, but to merge all individual activity into one common purpose. Insofar as we have succeeded, we hope to have made a real contribution to growth in civic virtue—and that, it seems to us, is the real business of education in self-governing America.

L. C. WARD,  
*Superintendent of Schools*

FORT WAYNE, INDIANA



*“It is one of the most beautiful compensations of this life, that no man can sincerely try to help another without helping himself.”*

## PREFACE

Due to the desire to get immediate results in teaching, customary school subjects become formal; the social values in education are lost sight of. It is the purpose of this book to share with others a few interesting activities found in everyday situations as worked out in the schools of Fort Wayne. The projects show some possibilities which can be accomplished in daily work in city schools by unifying the children's experiences with formal subjects without loss to child development.

The projects were worked out in every instance with the beginnings in the child's initiative.

Some are merely little problem-projects of short duration, while others grew and grew, gathering impetus and interesting new workers until the original problem terminated in a class project.

The teacher in each instance guided, but did not dictate. The place of the child in working out any purpose is to initiate through whole-hearted interest; the place of the teacher is to guide. With her vision of the possibilities of the extension of the subject and her knowledge of child interest, she does indeed hold an important place.

The forty-four games have been used with success by the teachers of Fort Wayne, Ind., and I believe they will supply a need in other schools.

The games are not wholly original, but are well chosen and adapted to the grades for which they are intended, having been worked out carefully with the children.

The credit for this work is due in large measure to the many excellent teachers of the Fort Wayne Schools, and the purpose is accomplished if the book fills a felt need.

With good wishes to all teachers,

GAIL CALMERTON



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# PRACTICAL PROJECTS



Motivated Play—the Kindergarten



# I

## MOTIVATED PLAY

### Kindergarten

In the kindergarten the mere seeing of materials interesting to a child will encourage self-activity, which leads to motivated play, such as the building of a boat or the giving of a tea party; and motivated play often leads to little problems.

The working out of a problem at first may be of short duration, but is of worth to the child because he is experiencing every step in the process, gradually gaining control of the technique necessary for an evergrowing better result.

Isolation never presents itself in a healthy, normal life. It is in group play that there is opportunity for social control.

## II

### SELF-INITIATED ACTIVITIES

#### Kindergarten

In the picture the children are shown working for the doll, which to the child suggests many possibilities for the making of purposeful things.

Houses and furniture of blocks, weaving of rugs and the making of dolls' dresses are the various kinds of work being done. The children choose their own work-ideas, the teacher suggesting, when necessary. Many mistakes are made in the children's work, which, at its best, is very crude; but as they work they try out the thing they are making to see if it will serve the purpose for which it is intended.

It is experience more than instruction that educates. However, just being busy is not of great value unless such self-initiated activity calls for a natural development—the necessity of a choice, the judging of values, the overcoming of difficulties.



Self-Initiated Activities—the Kindergarten

### III

## THE HOBYAHS

### A Motivated Play

#### Kindergarten

At the morning conversational period one of the children told to the kindergarten the story of "The Hobyahs"<sup>1</sup> as his mother had read it to him. The teacher said, "Shall we play it?"

The preparation was as follows:

The children built the house of the largest blocks so that the little old woman and little old man could get into it. A child suggested and made a head for Turpee, the dog, out of a box, and cut a tail out of paper. Turpee had blocks for legs. Caps were made by the boys and girls for the Hobyahs. A little girl taking the part of "the Little Old Woman," brought an apron from home and made some spectacles out of paper and the situation was set for the play.

---

<sup>1</sup> The story of The Hobyahs is found in *Firelight Stories* by Carolyn Sherwin Bailey. She states that it is one of the early English peasant stories handed down from one generation to another. The Hobyahs are wicked elves spoken of in the peasant story.



## IV

### A HALLOWE'EN PARTY

#### Kindergarten

The party was given by the kindergarten for the 1B grade.

The idea originated when Carl asked if the kindergarten could not have a party and invite his cousin, a pupil of the 1B grade.

During the conversational period, the teacher guided the children's thoughts along the following lines:

1. What will be needed for a party? Plates, baskets, napkins, decorations for room, etc.

2. Whom shall we invite? It was decided to invite all the 1B children. Decorations were to be carried out in black, orange and green.

#### NUMBER WORK :

1. Counting the number of children who were to come to the party.

2. Counting the baskets and plates needed so that each child would have one. Baskets to be decorated on each side with a pumpkin face.

3. Counting the sides of a basket and finding out how many pictures would be needed for all.



Folding Napkins and Spreading Crackers for the Party

## CONSTRUCTION WORK :

1. Chains of orange and black for room decorations.
2. Baskets, one-half black, one-half orange. Black baskets trimmed with orange, and orange baskets trimmed with black.
3. Cutting and decorating plates.
4. Folding napkins.

## LANGUAGE :

Writing of the invitation by the teacher, worded by the children. The children chose Carl to deliver the invitation, as the idea really originated with him. The 1B's accepted and the party was a success.



Making Butter—the Kindergarten

## V

### A KINDERGARTEN PARTY

This party is worked out in a similar manner to the Hallowe'en Party, with the added factor of butter making.

It is the part of the teacher to broaden the child's experience in the guidance of making of butter for the party. In guiding a project it is not that the teacher does not *plan*, but that she plans in such a way that the children carry out, to the best advantage, their own desires in a way to further their development.

The teacher sets the situation, the children find and solve their problems.

The teacher is watchful, guiding, not dominating.

“More important than the mere piling up of information is an intimate acquaintance with a small number of typical experiences with a view to learning how to deal.”<sup>1</sup>

---

<sup>1</sup> Dr. John Dewey



## VI

### BEGINNING OF READING IN THE KINDERGARTEN

#### A Problem-Project

We had been doing a great deal of coöperative building in the kindergarten. One afternoon two boys started a large building and were eager to have the teacher guess what building they were making. They said it was one to which she went every day. It was much like the Y. W. C. A., which she finally guessed. The teacher asked the children how a stranger would know what building it was, and they said they would put a Y. W. C. A. sign on it like the one down town and that is what they did. Each child made a sign under the teacher's guidance and the largest one was placed on the front of the building. Another sign was placed on the side of the building so people approaching from two sides of the building could see the name. This was followed by the cutting out of paper people going in and out of the building. Motive for handling materials—cutting the figures, etc.

The project carried over several days. It brought into play a social coöperation, and was an excellent approach to later reading.

## VII

### A BOAT PROJECT

Kindergarten

#### HOW THE PROJECT BEGAN :

Parents, newspaper writers and all patriotic people were discussing the advisability of a larger navy. One morning a little kindergartner hastened into the room and eagerly started to build a boat. The spirit was contagious and soon many children were busy building boats out of blocks, paper or any material which seemed suited to their purpose. The activity lasted during the period of free play. (See illustration, p. 24.)

#### COMMUNITY BOAT-BUILDING :

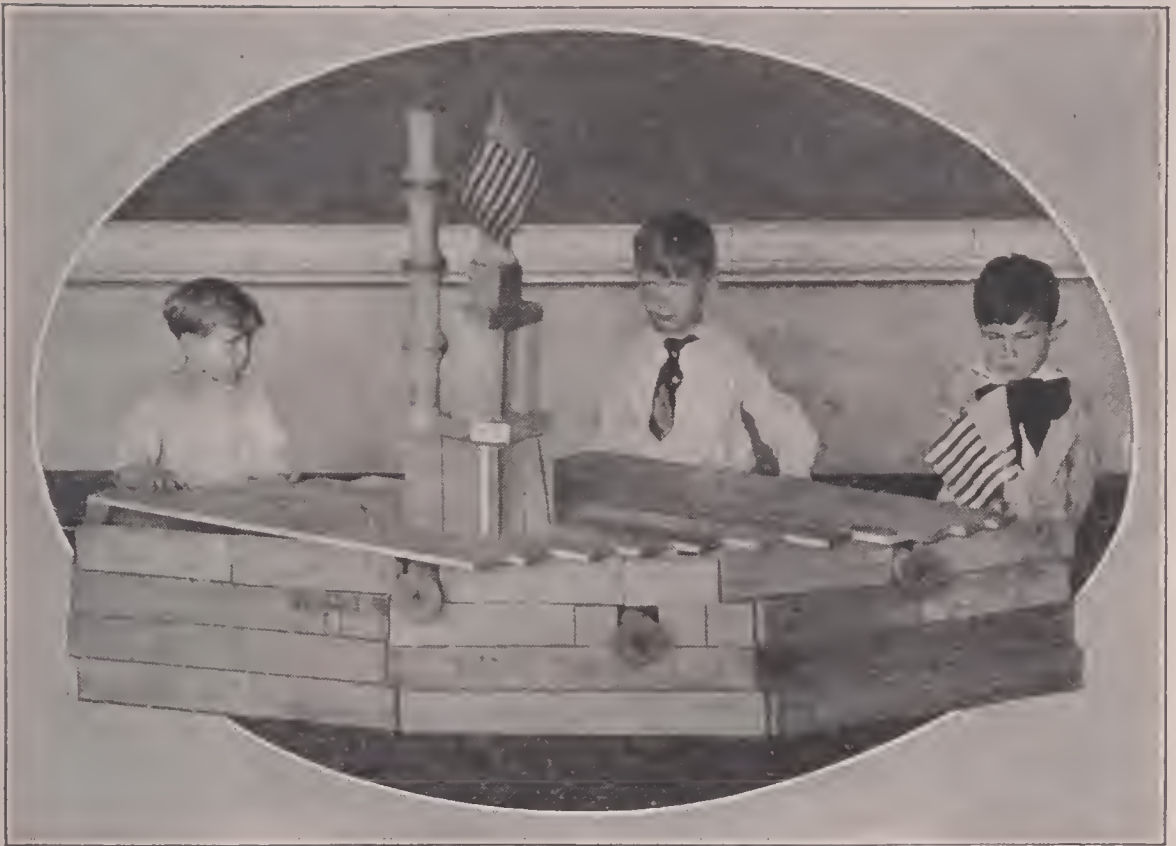
The next morning three children began community-building, this group work growing out of the individual building. (See illustration, p. 25.)

The boat-building project then advanced another step when the children said, "Let's build boats that can sail."

The need for building material—pieces of wood, hammers and nails—had been anticipated by the teacher. She gathered the children on the school lawn and the work began. The climax was reached



Making Five Individual Boats—the Kindergarten



Making a Community Boat—the Kindergarten

when the children took their boats to the fountain in the park across the street and they *really sailed*.

NOTE:

Good questions to keep in mind at various stages of a project are—

- (a) What are you going to do with it?
- (b) Will it work?
- (c) How can you better make it suit its purpose?

Values are immediately appreciated in terms of their use. In this project the boats *sailed*.





James H. Smart  
1B Grade  
Free Activity

Free Activity—1B Grade



## VIII

### FREE ACTIVITY

#### 1B Grade

The inability of the child to start from any point other than *where he is*, makes the use of his experience with all its narrow limitations not only advisable but inevitable. *Patty Smith Hill*

The educational value of free activity lies in the fact that the experiences have a relation to life problems. The difficulty of the problems, of course, varies with the age and experience of the children. Even in working similar problems there is a change of attitude toward material as the child grows in experience. The method of attack also varies from day to day, as individual initiative and choice vary.

The teacher's part in free activity time is most important. Hers is the part of watchful waiting. She sets the situation for continued interest on the part of the children; she suggests and guides the beginnings of work toward a self-imposed task during this time of free activity.

The children choose, but choose in relation to the group.

## IX

### A VISIT TO THE KINDERGARTEN

1B Grade

#### SITUATION :

A large wooden spool on the work-bench suggested to a boy the construction of an engine. During the conference period many helpful suggestions, additions and changes were made. Several other boys became interested and built engines, adding new parts and initiating new and clever ways of putting on the wheels. A coal car, passenger and freight cars were added. Then one morning during the conference period a little girl asked, "What are you going to do with your trains?" Immediately came the replies: "Take the dolls riding." "My train is a freight train and is to move things in." "Where will the dolls go?" she asked. "They could go to the kindergarten to visit." "What will we need?" she asked again.

#### ACTIVITIES :

1. Building of the station. Since the first grade did not have large floor blocks, a request was written to the kindergarten asking for the use of their blocks in building the station. A visit was made to a nearby railroad station to find out what we needed in our station. Signs were printed—"Pennsylvania Sta-



Self-Initiated Projects—1A-B Grade



tion," "Ticket Office," "Baggage," "Information," "News Stand," "Restaurant," "Rest Rooms," etc.

2. While in the kindergarten the children noticed that the kindergarten needed doll furniture. Since the kindergarten did not have a work-bench, a group of boys decided to make a set of wooden furniture. One boy made a doll bed by a new and clever design, for which the girls made a mattress, linens and spread. They also dressed a celluloid doll to fit the bed. They gave the outfit to the kindergarten girls.

3. Benches and furniture for the station were made at the work-bench.

4. Trunks, handbags and suitcases were made of cardboard and leatherette.

5. Girls prepared their dolls for the trip by making hats, coats, and capes.

#### COMMENT:

The social aspect which developed along with this project became more and more evident as the activities grew. The discussions during the conference period led to much representative and dramatic play, as in preparation for the trip, what the dolls needed, the buying and selling of tickets, checking of baggage, putting up signs and signals, etc. A close coöperation developed between the kindergarten and first grade. The kindergarten became interested in seeing how the toys were made and they enjoyed playing with them while the first-grade children were

anxious to explain their work, and took great pleasure in being of service to the kindergarten children. They were given many opportunities to investigate, to test, to arrange and to judge values. They discovered the durability of their construction projects as in real life through use. It was found in pulling the trains filled with passengers some distance, baggage or freight, that the wheels must be fastened more securely; that the station to stand several days must be built more carefully and the tracks to be of service must also be laid carefully.

Many valuable language and reading lessons resulted from the experience gained, and excursions taken during the progress of this project. These records were made by the children and kept in a large book. This project with its outgrowth lasted several weeks, all the children in the room taking part in its development.

Note: The train and engine projects show different methods of approach, when the child's initiative is used with similar materials.



## X

### A DAY NURSERY PROJECT

First Grade.

The children had been hearing a great deal about the Day Nursery which was to be established in a new home. During the discussion conference one morning it was brought out that the directors, who were much in need of toys, were asking for contributions. The boys suggested that they could make toys at the work-bench, and the girls suggested that they could make and dress stocking-dolls, weave tam o' shanters, scarfs, muffs and rugs.

The boys made an entire set of living-room and bedroom furniture for a doll house. The girls made and dressed several stocking dolls, wove rugs and a hammock, made covers for the tables, dresser and buffet. Several discarded toys were brought from home, mended and repainted at the work-bench. During the occupation period several attractive scrap and Mother Goose books were made, also a "Peter Rabbit" and a "The Three Bears" book, for which reading material was furnished from discarded readers, cut up. By Thanksgiving a box full of toys was ready for the Day Nursery.

## XI

### PREPARING INDIVIDUAL STORIES

1B Grade

#### HOW THE PROJECT STARTED:

An invitation to a kindergarten party had been accepted by the 1B Grade. The question arose, "How shall we return this courtesy?"

It was finally decided to give an entertainment and to invite the kindergartners. Singing, playing a story, and other games were suggested, and through the guidance of the teacher it was decided to read stories from books.

The story project as worked out follows.

#### QUESTIONS:

Choice of stories.

Who shall read?

#### ANSWERS:

Each child will select a story to read from the miscellaneous sets of books on the library table. All cannot read in the limited time, so the five best readers shall represent the class.

#### PROCEDURE:

Each child studied his selection during the story-hour period under the guidance of the teacher. Dur-



Preparing Individual Stories to Read to the Kindergarten—1A-B Grade

ing opening exercises for several mornings the children read their stories to the class.

The five best readers were chosen after considering what would make the story interesting:

Knowing the mechanics.

Speaking words plainly.

Using natural tone of voice.

Reading with appreciation.

This project led up to contests in reading with the 1A grade.

## XII

### A GIFT

#### Class-Initiated

##### First Grade

Little Bobby was just home from the hospital after undergoing an operation, the effects of which would keep him out of school for some time.

We decided to make a picture book for him, such as we were enjoying here.

Pictures were carefully selected and pasted, each child making a page. When put together and the book finished, we went in a body to call on Bobby.

The picture book was presented with many wishes that he would soon be able to join his classmates again.

Many presents had been showered on the little boy, but his mother reported that the one that gave the most joy was the book from his class.

The reflected pleasure felt by the class was also a valuable lesson.



## XIII

### MAKING A TOY ENGINE

1B Grade

Several large, wooden factory spools were placed on the work-bench and the children were given an opportunity to experiment and discover for themselves the many possible ways in which they might be used. A spool suggested to one little boy the construction of an engine. He used the large spool for the body of the engine. He built a cab of wood to fit the body of the engine; he used four disk-shaped pieces of wood for the wheels; he sawed a triangular piece of wood for the cowcatcher, made the smoke-stack with a small spool, contrived a way of putting on a tiny bell so that it could be rung from the cab, and fastened a tiny electric bulb on the front of the engine for a light.

The other boys in the class became interested and built engines, adding new parts and initiating different ways of putting on the wheels. During the conference period many helpful suggestions were given. The children had discovered from pictures of engines in the library, also from toy engines, many new parts which they did not know, as sand dome, steam dome, side rods, etc., that are on every locomotive engine. The uses of these various parts were discussed and



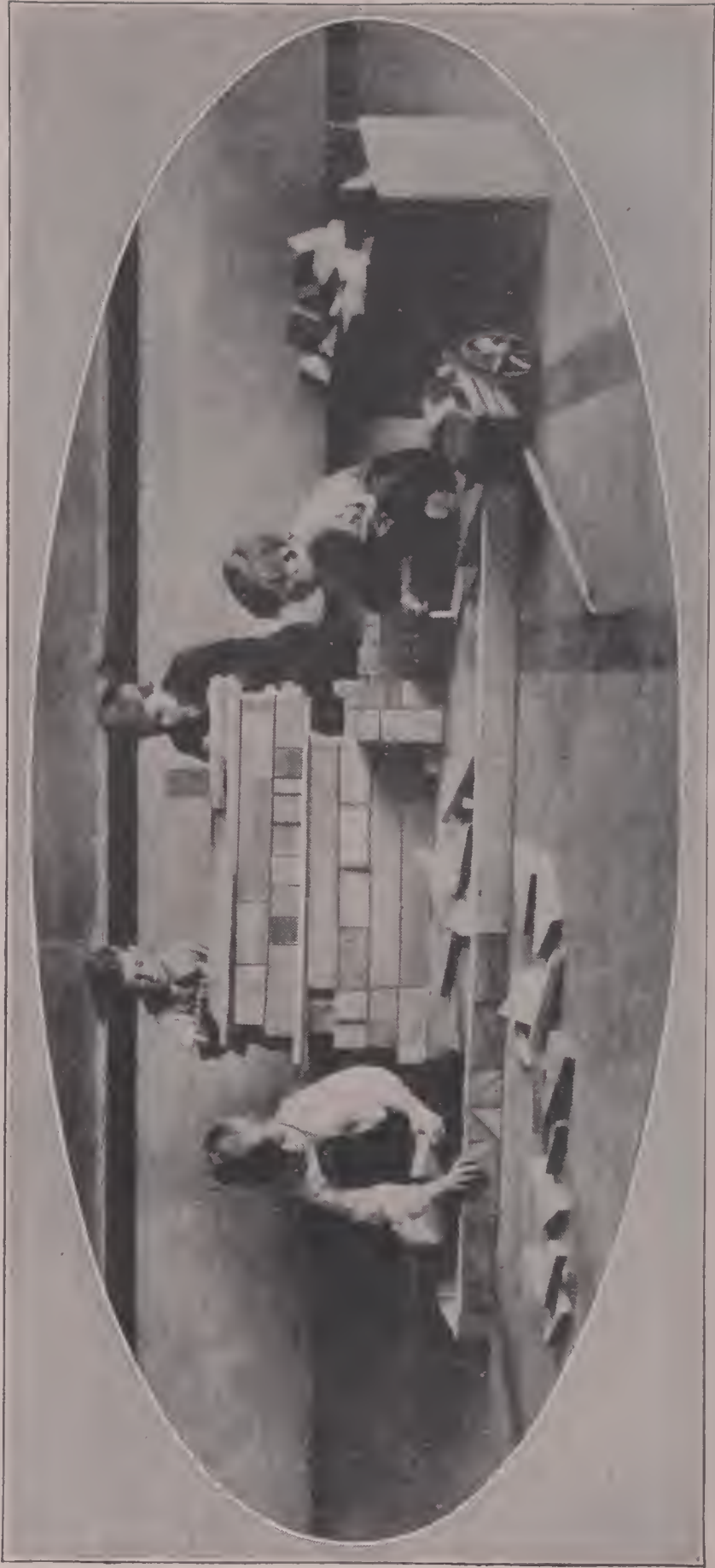
Making a Toy Engine—1B Grade

they were added to the engines. The level of the work was further raised by discussions in conference showing the necessity for careful and accurate workmanship. Such questions as these came up: "Your cab does not fit. Why?" "What makes your engine set lopsided?" "The wheels on your engine are not straight." Thus they discovered for themselves the need for careful and accurate measurements. This afforded a splendid opportunity to teach the use of the ruler and the square.

Many other activities grew out of the making of this toy engine. Coal cars, passenger and freight cars were constructed of wood. A large Union Station was built of blocks. Signs for all parts of the station, as "Waiting Room," "Ticket Office," "Baggage Room," "Lunch Room," etc., were printed and put up. Taxi-cabs were constructed and used to take the dolls to the station, where they purchased tickets and took long rides on the trains, finally returning to the doll house. The freight trains were used to carry doll furniture to the doll house, and to move various things in the room. Many of these representative and dramatic plays furnished not only a great deal of pleasure for the children, but splendid material for language and reading lessons, both oral and silent.

The project carried over into "A Visit to the Kindergarten."





Building the Freight House—1B Grade



## XIV

### A GROUP PROJECT

#### The Making of a Train, Out of Which Grew Many Social Activities

1B Grade

These train projects were worked out by several groups showing different attacks upon a problem.

#### CONSTRUCTION WORK:

1. Through the suggestion coming from large spools on the work-table, the boys constructed different types of engines.
2. Many parts were added through suggestions given in the conference group.
3. Coal cars and other cars were added. There were passenger trains and freight trains.

#### USES OF TRAINS:

1. Just the pleasure of pulling them about the room.
2. To take the dolls riding.
3. To carry materials about the room.

#### LANGUAGE AND SOCIAL VALUE:

1. Discussion in conference group. Uses of trains. Have we always had trains? How did the pioneer people and the pilgrims travel?

2. Show through pictures the different ways of travel, both primitive and modern.

3. How are you going to use your trains?

(a) To take the dolls riding. (Girls make hats and coats for the dolls for traveling.)

(b) Where do we take the train? (Boys build a large station with large blocks in the kindergarten, where the dolls go to visit.)

(c) Freight trains used to carry extra doll furniture, which has been made at the work-table, into the kindergarten.

#### READING:

1. Write the stories of the children, telling how they made the different things in the project, as doll, dress, car and engine, on the board.

2. Read these stories after they have been printed on the press.

#### PAINTING AND DRAWING:

1. Drawing of trains, stations and people on the board with crayon.

2. Painting of trains and station scenes at the easel.

#### PRINTING: (Use printing-press.)

1. Making signs for the paintings and drawings.

2. Print the name of the station.

## XV

### OUR PICTURE BOOKS

#### 1B Grade

Each child chose colored construction paper for his book-cover and drawing paper 9 by 12 inches for the leaves.

Each child decorated his own cover. For this decoration, he used the 1-inch parquetry circles and squares, also designs made with colored crayons.

The teacher exposed to the children printed words such as 1B used at times.

The project as worked out for one page involved:

(a) Drawing spring birds with colored crayons, as the children see them out of doors.

(b) Finding and pasting the word *bird* underneath the picture.

(c) As any child finds the word *bird*, at home or in school, he is interested in pasting it on his bird page.

Pasting, poster work, cutting, etc. Pictures from magazines are used in the books.

Approach to reading:

Numbering of pages.

Printing their own names, with press.

Printing little sentences by pupils or with the teacher to help out.

## XVI

### MAKING A BOOK

1B Grade

#### MATERIAL:

Large sheets of manila cardboard.  
Printing press.

#### PROCEDURE:

The printing is done by the teacher but the subject matter is originated by the children.

#### DAILY PAPER:

##### I—*Cover Page:*

1. Name, 1B Journal.
2. Fort Wayne, Indiana.
3. Monday, April, 1921.

##### II—*Contents:*

1. Local News:  
Mary is sick.
2. Lost and Found page:  
John lost his book.
3. Market page:  
Oranges are five cents.
4. Fashion page:  
This is a pretty blue dress. (Illustrate with dress made by child.)



## 5. Health page:

Boys and girls should wash their faces and hands and clean their teeth before they go to school.

## 6. Story:

Story retold by the children: "The Little Red Hen."

## 7. Poem:

A favorite poem:

## 8. Jokes:

Jean forgot to take off her hat.

## 9. Items of Interest:

The fireman.

The fireman came today. He rang the bell.  
Then we had a fire drill. We ran out quickly.  
Then we came back. That was all.

## 10. Weather Report:

It is raining today.

## 11. Garden page:

It is time to plant our garden.

## 12. Nature page:

We saw some robins this morning.

All of this work was initiated by the children, but the teacher set a "selected and controlled environment."

There is no one right way of working a project. It is unity, not uniformity, that controls individual progress.



The Story Hour—1B Grade

## XVII

### THE STORY HOUR

1B Grade

#### SITUATION :

Long tables suitable for group work.

Small tables and chairs.

Low, open shelves with contents within reach of the children.

Books: Class sets, group sets, easy individual readers.

Picture-books and cards.

#### PROCEDURE :

Through conversation with the teacher and each other the children make plans as to what shall be done during the story-hour period.

Study groups are formed.

One group prepares a story to be read to an audience (another group or another class). This means reading and rereading, in order to read entertainingly, so that others will care to listen.

Another group makes a picture-story-book which will be read to the kindergarten class.

A third group makes a Peter Rabbit or similar book.

Each group quietly occupies itself, the teacher supervising.

Each member of each group should thoroughly understand what is to be done and how to do it before the group is left without supervision.



## XVIII

### HOW A CLASS BOUGHT TINKER TOYS

#### Second Grade

Money left over from party—ninety-five cents.

Meeting called to discuss what could be bought for the sum of ninety-five cents. The children felt the need of constructive material, so these things were suggested:

(a) Work Bench:

1. Costs more than the sum we have.
2. Tools. We could not buy enough to do any good.

(b) Paper Cambric for Doll Dresses:

1. Only two yards of material could be purchased.
2. Measuring to find out how much two yards is.
3. Would it be fair to buy material that only part of the class can use?
4. Girls decided to bring their own material from home and use the money for something else.

(c) Tinker Toy Set:

1. Everyone could use it.
2. It would satisfy the desire to make toys.

3. Set costs 85c.
4. There would still be 10c left.
5. Thrift discussion on not spending every cent.
6. Many interesting toys were made and talked about in the conference group.

Several weeks later a number of the children were dissatisfied because they could not finish a windmill and haystacker, for lack of material, and asked if they could not have another set. Ways were suggested as to how to get it.

- (a) Amount in fund too small to buy another set.
- (b) Disadvantage of bringing sets from home.
- (c) Increase the fund.

1. By bringing money from home.
2. By selling old newspapers and magazines.  
This was decided the best thing to do.

3. Number experience: Counting the money.  
It came to ninety-three cents, which was the amount received for the newspapers.

The warm room had a tendency to dry out the wood and the toys would fall apart if handled. The next discussion was about how the toys could be made substantial.

1. Glue (but the parts could not be used again).
2. Making holes smaller by fitting in small pieces of paper (untidy).

3. Wetting the ends of the sticks before joining them in the spools causes them to swell and fit tightly. (This is the most satisfactory way that has been found so far.)

Knowledge gained through experience is lasting. Difficulties met and surmounted, and the attitude of the learner in the endeavor to reach an ideal are of more value than the perfected result.

“Anything is of educational value which makes a desirable difference in conduct.”<sup>1</sup>

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<sup>1</sup> Dr. John Dewey

## XIX

### A SEED SALE

Second Grade

#### SITUATION :

A class of second-grade children had become interested in a Junior Red Cross membership drive and wished to earn its dues of forty-five cents by selling seeds.

#### ACTIVITIES :

The children gathered seeds from home gardens. Each child made an envelope according to his own ideas. The best envelope was selected by the class, its owner was asked to explain how he made it and many more were made like it. Then each child decorated an envelope. The decorations were discussed by the class and the most attractive designs were repeated many times on other envelopes.

The class advertised the sale well. Many children brought to school advertisements cut from magazines and newspapers. These were read to find out how to write an advertisement. The class observed that a good advertisement tells where and when to buy an article, and how cheap and how good it is. With these four points in mind, the children set about writing advertisements, first learning to spell the words, then practicing them on the board and finally writ-





The City Market—2A-B Grade

ing the advertisements on large pieces of unprinted newspaper. They cut large baskets and vases of flowers from colored paper to beautify their advertisements. They also painted pictures of flowers, printed their names beneath them and hung them about the room. The large advertisements or posters were hung in the halls. Children were chosen to go to the different rooms and explain the purpose of the sale, telling a little about the work of the Junior Red Cross Society.

When the seeds were in the envelopes ready to be sold the question arose, "Who should sell them?" It was decided to play buying seeds with toy money in order to find out who would make good salesmen. In this manner several good clerks were discovered, but when the real sale took place there was such an unexpected rush that the little sales people became confused and the teacher had to do most of the selling herself.

One hundred and three packages of seeds were sold and many disappointed customers were turned away.

#### COMMENT:

This project unified the art, English and number work; furnished material for occupation periods and awakened an interest in nature and her marvelous work of producing, protecting and scattering seeds.

## XX

### A SAND-TABLE PROJECT

#### Second Grade

Through work at the wood-bench the class became interested in lumber. During free periods stereopticon views of the lumbering industry were in demand. One day we visited a planing mill to see how lumber is sawed and planed and turned. One man showed us how the machinery worked. Another told us about the different kinds of wood and where they came from and gave each child some samples.

On the way home one little boy said, "We might make a lumber story on our sand table." This suggestion was brought before the class by the teacher and we discussed ways of working out a lumber story.

On a large map the children found where California and Michigan, two states mentioned at the mill, are located. They talked about how they would bring redwood from California and pine from Michigan.

When the story was completed in the sand table, it contained a mill and a miller, a train bringing redwood from California, a boat bringing pine from Michigan, a wagon hauling logs to the mill and an auto full of boards leaving the mill. At the other side of the mill were piles of little boards which the children had carefully sawed into lengths.



## XXI

### PREPARATIONS FOR A THANKSGIVING PARTY

#### Second Grade

Pilgrim tableaux were planned for the main part of the entertainment. Afterward Pilgrim stories were found and read to the class by children and by the teacher. After Pilgrim pictures were looked at, favorite scenes were selected by the class. Then the tableaux were planned and worked out. When a tableau met with approval, a short description of it was given by the class, words in the description were spelled, and a record of it was kept by each member of the class in a little book made for that purpose. The tableaux were named and numbered as follows:

1. Leaving Holland.
2. Landing in America.
3. The First Wash Day.
4. Learning to Plant Corn.
5. Going to Church.
6. Indian War Dance.
7. The White Man's Drill.
8. The First Thanksgiving Feast.
9. Smoking the Peace Pipe.
10. Giving Beads to the Indians.



To make the scenes more real, simple costumes were made of soft paper, beads were made of clay, cardboard fish were cut, a sail was made for the Mayflower, and the dates, 1620 and 1920, were printed on large cards to be worn by two boys, one carrying an English flag, and the other an American flag. Two collections of sea shells and two interesting stones were brought in. These together with a starfish and a stuffed alligator furnished material for nature lessons.

After the tableaux were arranged and Thanksgiving songs were learned, baskets were made to hold popcorn and invitations were written and delivered.

## XXII

### A LANGUAGE PROJECT

#### May Day

#### Second Grade

One day in April we were talking about the month of May, to which all were looking forward. We spoke of May Day customs, hanging baskets of flowers on friends' doors, dancing around Maypoles and choosing May Queens.

Then the question, "How do you want to observe May Day this year?" was asked by the children.

May Day, we found, would come on Saturday and so we decided to celebrate in some way a day or two before this May Day.

At Christmas time we had given a play. The children remembered this and suggested that we give another for May Day. This idea met with approval, so plans were discussed.

The children remembered finding many Christmas stories in the books, and thought they might find in the library books a May story which they could dramatize. So it was decided that each child should take a book to look through and that a meeting be held a few days later to find out whether any one had found a suitable story.

At the meeting the children reported that they had not found a May story, so the teacher said, "If we want a May play, I think we shall have to write one ourselves. How would you like to help do that?"

This the children thought would be fun, and so we started making plans.

When suggestions were given we tried them out and kept adding to them until we finally had this play written on the board:

#### MAY PLAY

Time: Thirtieth of April.

Place: Auditorium Stage.

Characters: *May*, a little girl wearing a big summer hat and a dainty flower dress.

*Sunshine*, a little girl wearing a yellow dress with a circle of yellow crepe paper sunbeams around her neck.

*Rain*, a little boy wearing a raincoat and hat.

*The children enter and group themselves on the stage. May dances in, attended by Sunshine and Rain.*

*Sunshine carries a stuffed bird and Rain carries a basket of flowers. After May is seated they kneel and present these gifts to her.*

*A Child:* Why May! What makes you come so soon?

*May:* I haven't seen you for almost a year, so I came to make you just a little visit, but I am coming Saturday to stay a whole month.

*A Child:* Oh good! And will you bring us some birds and flowers?

*May:* Yes, I have some with me now.

*A Child:* And will you bring Sunshine and Rain?

*May:* Yes, they are always with me. This is Sunshine [*Sunshine curtsies*], and this is Rain. [*Rain bows to the children.*]

*A Child:* We were expecting you Saturday, so we have written some songs to sing to you. Would you like to hear them?

*May:* Oh, yes, please sing them. [*The children sing.*]

*May:* Those were very pretty songs. Now will you dance for me?

*Children:* We'd like to dance for you. [*Some one plays simple melodies and the children dance and interpret the melodies.*]

*May:* Would you like to see Sunshine dance?

*Children:* Oh, yes! [*Sunshine dances.*]

*A Child:* May Rain dance, too?

*May:* He may try, but I am afraid he will fall. He always falls. [*Rain tries to dance, but falls several times. Each time Sunshine picks him up.*]

*May:* Come Sunshine and Rain, we must go now. Good-bye, children, I'll be back Saturday.

*Children:* Good-bye, May.

[*Sunshine and Rain make an arch with their arms, some one plays a simple melody and the children, using original steps, dance under the arch and off the stage.*]

When the play was written, the question arose, "Who shall say the different things that are to be said?"

It was decided that the children in small groups



and individually should read the play aloud, and that we would choose those who read with best expression and pronounced their words distinctly to take special parts.

After the play was given, some child suggested that we print this story in a booklet. This furnished us material for many spelling and occupation periods.

A group consciousness of something to be performed and teamwork in executing the plan make use of present life interests and present a setting for character formation in social behavior.

## XXIII

### A FORMAL GAME RAISED TO A HIGHER STANDARD

Second Grade

#### HOW THE PROJECT STARTED :

The children had been playing several games which different members of the class had chosen. They had some experience in changing a formal game to one less formal. One little girl said, "Let 's find another game that we can change and make it harder. The teacher suggested the familiar singing game, "Hurrah for the Sailor Boy."

Hurrah for the sailor boy  
A-sailing on the sea!  
He pulls the rope and tightens it,  
As tight as tight can be.

Well done the sailor boy,  
Well done the sailor boy.  
Well done the sailor boy,  
A-sailing on the sea.

The little game was learned. The next problem was how to make the game harder.

1. Different skipping steps were suggested.

2. The sailor could do something beside pull the rope and tighten it.

(a) Problem: What are some of the things which sailors do when they are sailing on the sea?

(b) Problem answered: Sailors do all their own cooking. They clean their ships and guns. They wash their own clothes and do their own mending.

How can we put this into the game?

This is the way it was done:

Hurrah for the sailor boy  
A-sailing on the sea!  
He washes his clothes and irons them,  
A neat sailor boy is he.

How shall we play this?

The children worked out their own dance.

No more information could be secured from the class. The children said they would ask father, uncle or brother to tell them other things that sailors do. Pictures of sailors and ships were brought from the library. Information was brought every day and the game added to from time to time, little by little.

“Sailors scrub the floor with a stone.”

“Sailors do not tell time by clocks but by bells.”

“The sailors stop the ship by letting down an anchor. They must know where the sea is deep and where it is shallow. They anchor their ship in deep water and pull for the shore in rowboats or tugs.”

The singing game was completed as follows:

Hurrah for the sailor boy,  
A-sailing on the sea!  
He drops his anchor from the ship  
And stops it out at sea.

*Refrain*

Hurrah for the sailor boy,  
A-sailing on the sea!  
He takes a boat and pulls for shore,  
A strong sailor is he.

*Refrain*



## XXIV

### A STUDY OF COTTON

Second Grade

#### HOW THE PROJECT STARTED:

A group of children were stuffing stocking dolls with cotton. The following conversation was overheard:

*John:* "Isn't this nice cotton? It is soft, just like a sheep. It grows on the back of a sheep."

*Dorothy:* "Oh, no, it does n't, John. It grows on small bushes down south. I have seen it and I know. It is wool that grows on the sheep."

*Robert:* "Yes, that is right. I know because my father brought back a cotton bush and seeds when he came from the south."

John came to the teacher and inquired if cotton really does grow on bushes.

#### PROBLEM:

Discussed at morning conference.

I. Children who had seen cotton growing related many interesting facts.

1. How a cotton field looks.
2. How the blossom looks.
3. How it is picked: by colored people.
4. What happens to the seeds.

5. How the cotton is baled.

6. How it is changed into cloth at the factory.

7. Lists of articles made of cotton.

II. Children offered to bring cotton bolls, seeds and pictures from home to show the class.

III. Stereoscopes, pictures and stories of cotton were brought from the library.

IV. Robert brought a flower-pot and several seeds and asked if he might plant them.

1. The seeds failed to grow.

(a) Reason given: The days do not stay warm long enough in the north and we cannot keep the seeds moist enough.

V. Rosemarie asked her mother to write a letter to her aunt, who is in the south, asking her to send postal cards about cotton.

1. Rosemarie read the postal cards to the class.

VI. The most interesting information was written on the blackboard and used as a reading lesson.

## XXV

### A HOT-WEATHER STAND

Second Grade

#### SITUATION :

When the children came back to school in September they related the experiences which they had during the summer vacation.

They brought pictures of things which had helped to keep them cool. A collection of these pictures had been made, when one day the principal came to the door with a box of toy money. The teacher asked the class what it would like to do with this money. "Play store," was the reply. The teacher said, "Would you like to make a hot-weather stand and play at buying and selling some of the things which kept you cool last summer?" "Oh, yes," was the answer. So plans were made for the project.

#### PLANS MADE BY CLASS :

To use a long, narrow stand for a counter and a box for a table.

To cover and decorate the counter with pretty paper.

To make paper cups or glasses.

To make doilies for the table.

To arrange a place where cups could be washed in boiling water after being used.

To make little booklets telling the names and prices of different drinks and dishes.

To choose one child to make change and another to serve.

#### ACTIVITIES:

All of the plans mentioned were carried out and then the play of buying and selling, of which the children never tire, commenced.

#### COMMENT:

These activities gave rise to spelling, writing and drawing lessons and furnished many a good problem in arithmetic such as "How many friends can I treat to ice cream soda if I have fifty cents and ice cream soda is ten cents a glass?" "How much of a quarter must I give back if some one buys only a five-cent glass of lemonade?" etc.

They gave the teacher a chance to lead the interest of the class out into the industries of the neighborhood and surrounding country, the industries connected with wholesale fruit houses, ice-cream factories and a dairy farm.



## XXVI

### WRITING A SONG

Second Grade

#### HOW THE PLAY STARTED :

One morning little Margaret handed her teacher an old tablet back on which she had written a song, words and music.

Nothing had been said in the music lessons about composing verses and melodies, hence the teacher was delighted, but she found the music hard to read in spite of the pretty thought and rhythm.

#### TROUBLES ENCOUNTERED :

Two flats wrongly placed on the staff.

Notes did not conform to rules of music.

#### PROCEDURE :

The teacher asked the little composer to sing her song.

The little girl could not do so.

The teacher said, "Would you like to tell the class, Margaret, about your song and ask them to help you with the music?"

Margaret assented to this plan and her verse was written on the board:

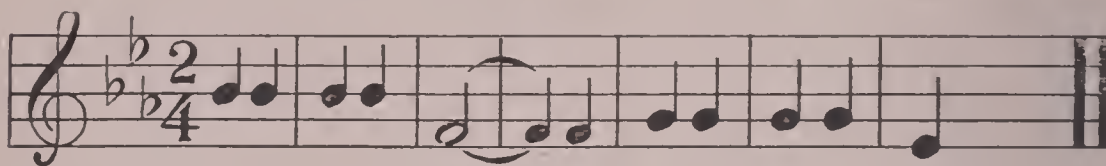
I know a little girl,  
Her name is Betty Ann;  
And everywhere she goes,  
She takes a little pan.

Pupils offered melodies and the best was chosen.

The class worked out the melody in music syllables.

Study of rhythm in the verse and discussion of its relation to meter followed, and signature in music was explained.

The class composed the following melody:



#### REMARKS:

*Boy:* If some more of us would make up songs, we could make a book and put them in it. I have an idea for one now.

*Several:* I 'm going to make one.

#### RESULT:

Many of the children made song books and, through the teacher's guidance, as many opportunities came to show it, the improvement in technique in the following subjects was manifest: Reading, Spelling, Drawing, Music, Writing, Language.

## XXVII

### TICKET OFFICE

#### A Number Project

##### Second Grade

A box of toy money lay on a table where the children could examine it and talk about it at their leisure.

One day they were asked how they would like to play Ticket Office and use this money. All agreed that this would be a good thing to do, so a meeting was held at which plans were made for the play.

In accordance with these plans, a large window was made of cardboard and the words, "Ticket Office" were printed above it. Maps were used to locate cities and towns mentioned in the plans. With a ruler children measured to find how relatively near such places were to Fort Wayne, and fixed the fares accordingly.

The best writers made the tickets and each child made for himself a paper bill, printing whatever amount he chose in the corners.

With an agent sitting at the window and a line of children ready to buy tickets, the play commenced. While all wished to be agent and many tried, only a few succeeded, the rest finding it difficult or quite impossible to make the right change. So a meeting

was called to discuss the difficulties and offer suggestions, and it was decided to stop playing until all had learned the number work they needed to know in order to make change.

It was a good many weeks before this was accomplished, but at the end of that time the play started again with satisfaction to all.

As each child bought a ticket, he would take a seat in the station and wait for the rest and then all would leave together, until one day it was suggested that all should not leave at the same time as they were going in different directions and should take different trains. So again the map was studied to find what direction, north, south, east or west, these places were from Fort Wayne and the places were grouped according to the direction. The time at which the trains should leave for the north, south, east and west was decided upon and written above the groups.

A toy clock was put in the station, but none knew enough about telling time to operate it, so the children learned to tell the time and then one child operated the clock while another child called the trains as they became due.

From day to day postal cards were brought in showing views of the cities in which the children had become interested. Some of these views were copied on large pieces of paper and hung in the station.

Then one day the children were told that company was coming to watch them play Ticket Office and that some might wonder about many things as, for in-



stance, who painted the pictures. So it was decided to write a story of all that had been done and read it to the visitors.

Spelling periods were used for this work until the story was completed.

#### CLASS STORY:

We wanted to make a ticket office.

First we made tickets. Our best writers made them.

We looked on the map and found where the places are that the tickets would take us to.

We measured to find how far they are from Fort Wayne.

We made the ticket to New York cost the most because New York is farthest away.

We put on the board the time when trains leave for the north, south, east and west.

We learned to tell time so we should not miss the train, and we learned number combinations so we could make change.

Betty made the pictures. Helen printed the words.

We learned how to spell words so we could write about our ticket office.

## XXVIII

### THE TIME-SAVERS' CLUB

Second Grade

#### SITUATION :

The children were often disappointed because of lack of time to accomplish something desired. The conference was called by the teacher.

A discussion of how time might be saved for such purpose was opened.

The children's decision, guided by the teacher:

1. To form a Time-Savers' Club to meet every Friday.

2. Members to include all who could tell of ways in which they had saved time each day of the week.

3. The leader of the club would be a member appointed at each meeting.

4. The work of the club. The leader, with the aid of a committee chosen by himself, to plan and direct the program for the meeting following the election.

#### THE TYPE OF PROGRAM ARRANGED :

1. A puppet show—"The Little Red Hen."
2. A clay modeling contest.
3. Dramatization of an original play.

4. Fifteen-minute speed-test for putting together original puzzles.
5. Number races.

RESULT:

Improvement in habits and orderliness, speed, attitude toward right living in school.

Dr. Bowser, in *The Elementary School Curriculum*, says that the facts and principles of the formal skills in education are of value only in the degree in which we use them in furthering the purposive life-activities.

## XXIX

### AN EASTER PARTY

Second Grade

#### HOW THE PROJECT STARTED:

Through conversation.

1. Preparation for Easter at home.
2. Preparation for Easter at school.

Children ask if they may have an Easter party.

A meeting is called to make plans for the party.

#### SOCIAL PROBLEMS:

Whom shall we invite?

1. May we invite both kindergarten and first grade?
2. Let us find out how many children there are in our three grades.
3. A little girl comes back with the following report:

Kindergarten .....24 children

First grade.....30 children

Our grade.....30 children

Total .....84 children

#### NUMBER EXPERIENCE:

Number experience involved in the project: How much will it cost to give a party to 84 children? What do we need?



(a) The class decides to have cookies and candy for refreshments.

(b) We need 84 cookies for 84 children.

The teacher suggests that the baker would prefer to know the number of dozen rather than the number of units.

(c) How can we find out how many dozen there are in 84?

(d) Hortense says there are 12 things in 1 dozen. If we had the cookies, we could put a dozen here and a dozen here, etc., until we found out how many dozen there were in 84.

One child decides to play that the box of dominoes are cookies and every one watches to find out how many dozen there are in 84. The children find out there are 7 dozen in 84.

(e) The children have no idea how much candy they will need. The teacher tells them 5 lbs. will be sufficient.

(f) We need to make 7 dozen baskets for our party.

(g) We need 7 dozen paper doilies for our cookies.

(h) We need 7 dozen napkins.

(i) We need to make 7 dozen napkin rings.

(j) How many tables do we need?

The children find out that 12 can sit easily at 1 table. Then we need 7 tables.

- (k) We need to buy more crepe paper for table-cloths. If 2 rolls were enough for our valentine party, 4 new rolls should be enough for this party.

The class decided to use yellow and white crepe paper for table decorations, and decorative paper for windows. The list of materials was kept on the board with the price of each.

7 dozen cookies (given by the teacher as her share of the expense) . . . . .	
4 rolls of white crepe paper at 10c a roll . . . .	\$0.40
3 rolls of yellow crepe paper at 10c a roll . . . .	.30
1 roll decorative paper at 25c a roll . . . . .	.25
7 dozen napkins at 5c a doz . . . . .	.35
3 packages paper doilies at 5c per pkg . . . . .	.15
5 lbs. of candy at 25c a lb . . . . .	1.25
2 boxes of Easter seals at 10c a box . . . . .	.20
	<hr/>
	\$2.95

1. If each one brings 10c we will have \$3.00, enough to pay for the party.
2. The amount was counted each day. Drill in counting cents by 1's and 2's, nickels by 5's and dimes by 10's.
3. More money was brought in than was needed, so the class decided to buy Easter flowers for table decorations.
4. Who is going to buy our things at the store?
  - (a) Some one suggested that the teacher buy all

the things and then we could play store here.

- (b) The store was established on a table.
- (c) Signs and prices were printed.
- (d) A storekeeper was selected.
- (e) Articles were wrapped so that they would not get soiled.
- (f) Real money was used in paying for things.

The children played this informal game until it was time to use the materials for the party. The storekeeper insisted on getting the right amount of money for each purchase. At first the children would buy only one thing at a time, then some one tried his skill at buying several things. Later some of the 2B's tested the storekeeper's ability to make easy change by buying larger purchases.

#### PENMANSHIP PROBLEM :

How shall we send the invitations?

1. The class decided to write the following invitation:

Will you come to our party on Easter Monday? Please do.

2. The class decided which pupils wrote the best and these were chosen to write the invitations.
3. Answers to the invitations were much appreciated and furnished excellent reading material.

## CONSTRUCTIVE PROBLEM :

1. Baskets for candy eggs and napkin rings. The class and the teacher each brought different kinds of candy and different colored eggs to a conference group. The class decided which was most suitable for this party.

Clay bowls were made and filled with flowers as special favors for the teachers.

## SOCIAL PROBLEM :

How shall we entertain our guests?

1. Games. There was not enough space and everyone of such a large company could not play.

(a) Stories. The children decided that dramatizing a story would be more enjoyable to the company.

Stories were brought from the library, from home and from the school library. A vote was taken as to which was the most suitable.

(b) Poems ("I Have a Little Shadow" and "Good Play") were selected from Robert Louis Stevenson.

## MUSIC :

The children decided to begin and end their program with music by the band. Two new pieces which they had been practicing were selected as the most appropriate.



## XXX

### SOME INTERESTING FACTS ABOUT IRON

#### Second Grade

One day in January a group of second-grade children were discussing the story of "The Little Gray Pony." This little pony had lost a shoe and its small owner was obliged to find some iron for the blacksmith before the shoe could be made. After much searching the iron was found at the mine. At this point a question arose in the mind of one of the pupils: "What did the iron look like, when the miner gave it to the little boy?" One of the children, who had previously been a pupil in the Rolling Mill School, answered: "Iron must be melted before it can be used."

Then some one said, "The blacksmith heats the iron, but the shoe is already made. The blacksmith heats the part that goes next the pony's foot."

These points were cleared up in the following way:

The class visited the library to find all the pictures they could that would tell them something about iron. The mounted pictures and stereoscopes gave them the information they wanted and were enjoyed for many days.

The teacher told "The Story of Iron" in a simple

way. Several boys visited a blacksmith shop and found out how a horse is shod.

The class asked if they might dramatize the story. In order to do this, the original story needed to be changed somewhat.

The class composition was as follows:

#### HOW KENNETH FOUND A NEW SHOE FOR HIS PONY

Kenneth had a beautiful little pony. His father gave it to him on his birthday. Every day Kenneth would take a long ride. One day as he was riding, the pony lost a shoe. Kenneth said, "I must take you to the blacksmith. He will make a new shoe for you." But the blacksmith had no iron. The blacksmith said, "Perhaps the storekeeper or the farmer will have some iron that I can use." Kenneth went to the storekeeper and the farmer, but neither of them had any iron to give him.

He felt so sad he sat down and cried. An old lady passed by. "What are you crying about, little boy?" she asked. Kenneth answered, "I am trying to find some iron for the blacksmith so he can make my pony a new shoe. Do you know where I can find any?" The old lady asked, "Did you go to the miner? He will give you some iron." "No," said Kenneth, "I did not think of that."

Kenneth went to the miner. The miner gave him some iron ore. Kenneth said, "This does n't look like iron." "No," said the miner. "You must take it to the blast furnace. The man will put it into the hot fire. It will boil just like water."



The Study of Iron—2A-B Grade

In three hours the man will open the furnace and the melted iron will run out just like water.”

Kenneth took the iron ore to the blast furnace. The man melted the iron ore just as the miner said he would. He watched it cool and get hard in the sand molds. “Now,” said Kenneth, “that looks more like iron.” He took some of it to the blacksmith.

The blacksmith made the pony a new shoe.

The children worked out the following play, using songs and rhythm to make it more interesting.

#### THE PLAY

The play started with the little song:

##### *The Little Gray Pony*

The little gray pony is tired of the barn,  
He wants to get out this fine day.  
So come, Master Kenneth, and harness him up  
And drive him far, far away.

*Kenneth [rides on his pony while the phonograph plays a piece representing a gallop. During the ride the pony loses his shoe]:*

Oh, what shall I do?  
Oh, what shall I do?  
My little gray pony  
Has lost a shoe!

Oh, I know what I'll do! I'll take you to the blacksmith's, pony. The blacksmith will make you a new shoe.



Good morning, Mr. Blacksmith. Will you please make my pony a new shoe? He lost one while I was riding and I could n't find it anywhere.

*Blacksmith:* I'm sorry. I have plenty of big shoes for horses around here, but they will not fit your little pony. If you will get me some iron, I'll make your pony a shoe. Perhaps the storekeeper over there will give you some.

*Kenneth [goes to the storekeeper]:* Good morning, Mr. Storekeeper, could you sell me some iron?

*Storekeeper:* I'm sorry, but I just sell iron stoves. Maybe the farmer over there in the field will give you some.

*Kenneth:* I will go and see. [*He goes to the farmer*]: Good morning, Mr. Farmer. Could you let me have a little piece of iron, so that the blacksmith can make my pony a shoe?

*Farmer:* I'm sorry, but I used the last I had for my plow.

*Kenneth:* Can you tell me where I can get some iron?

*Farmer:* I don't think any one around here has any.

*Kenneth [sits down and cries]:* I hope the blacksmith is taking good care of my pony.

[*An old lady passes by*]

*Old Lady:* Why are you so sad, little boy?

*Kenneth:* My little gray pony has lost a shoe and the blacksmith could not make me one for him because he has no iron. Can you tell me where I can get some iron?

*Old Lady:* Go to the miner. He will give you some iron.

*Kenneth:* Oh thank you! I did not think of that.

[*While he goes the class sings, "The Miner."*]

*The Miner*

The miner works beneath the ground,  
To get the iron out;  
A little lamp upon his head,  
To show the way about.

*Kenneth:* Good morning, Mr. Miner. Will you sell me some iron?

*Miner:* You may have all the iron ore you want for fifty cents, but you can't use it this way. You must take it over to the blast furnace and have it melted.

*Kenneth [goes to the blast furnace]:* Good morning, Mr. Millard, will you melt this iron ore for me and fix a little pony shoe, so I can take it to the blacksmith and have him shoe my pony?

*Mr. Millard:* Yes, but you will have to wait three hours.  
[*Short pause.*] Now it is cool and ready for you.

*Kenneth:* I hope I can find my way back to the blacksmith. Now, little pony, you shall not be lame any more.

*Class [sings the following song]:*

Hello, Mr. Blacksmith, how do you do?

Here is the iron for my pony's new shoe.

Clang goes the anvil, sparks fly around.

Now little pony, lift your foot from the ground.

Blacksmith, blacksmith, thanks for the shoe:

That's what the pony wants to say to you!

## THE STORY WORKED OUT IN THE SAND TABLE

The children then worked out the story in the sand table. A blacksmith shop was constructed of card-

board. An anvil, sledge and forge were made of clay and put in the shop. A cardboard doll was cut out and dressed like a blacksmith. A pony and a small boy were cut from manila cardboard and placed on the road leading to the blacksmith shop. An open mine was constructed of clay, sand and stones. A steam shovel was made to show how ore is taken up at such times. A large mirror represented the lake near the mine and a boat was constructed showing how the iron ore is transported to the furnaces.

The furnaces were made of oatmeal boxes, cardboard and paper. Tin foil was used to represent the hot iron running into the sand molds. A small engine and some freight cars were constructed to show how pig iron is transported to various foundries. Cardboard dolls were cut out and dressed to represent people working at different industries. A book of drawings was prepared, showing things that are made of iron and steel. Some of the drawings were of ships, roller skates, pumps, stoves, aeroplanes, slides, etc. The children printed the names of the articles made of iron or steel under the pictures.

The children wished to have some real iron ore in their mine. Several tried to get it but failed. The teacher then asked the principal of the Rolling Mill School if any of the pupils there could get a small sample of iron ore for the class.

A little boy sent a sample next day to the Jeffer-

son School. The delighted children wished to thank him and with the teacher's help wrote the following:

Fort Wayne, Ind., May 24, 1923

Dear Thomas:

We all thank you for the iron ore which you sent us. We made an iron mine in our sand table, and we wanted some real iron ore to put in it. The big boys in our school tried to get us some but they could not.

We made some blast furnaces to melt the iron ore. We made them of oatmeal boxes and paper rolls. We have a little lake, too, and George made a boat to take the iron ore to the furnaces.

One of our furnaces shows the iron ore running out when it is hot into the sand beds. We use tin foil for the melted iron. A man is standing by the sand beds and is pushing the iron into the sand molds.

William made an engine and two freight cars. He made a little track for them to run on. His engine has a little bell on it and a light.

We have a blacksmith shop, too, in our sand table. We made a forge and a sledge and an anvil for it. We have a blacksmith standing by the door and a little boy has brought his pony to get a new iron shoe.

We would like you to come and see us some time. We know you could tell us many things about iron because you visit the Rolling Mills so often.

Yours sincerely,

1A-2B Class, Jefferson School.



## XXXI

### A VISIT TO THE LIBRARY

Third Grade

#### SITUATION :

So many children wanted library cards, that we decided to visit the Public Library.

#### ACTUAL HAPPENING :

Library cards were given in advance to the teacher who wrote the children's names on them. The class went in sections. The librarians had quantities of suggestive materials arranged so as to attract attention. The children looked at books, charts, a bird exhibit, pictures and the shelves filled with books. Nearly all the children drew books or pictures that day.

#### RESULTS :

Class reading improved.

Several became regular library visitors and readers.

Often some one would mention something he saw on that trip.

## · XXXII

### A TRIP TO THE MARKET AND THE COUNTRY

Third Grade

#### SITUATION :

The school is near the city market where three times a week the country people come to sell their products.

#### NARRATIVE :

We all decided to go and see how many things we could see in the market. Two trips were made. We looked at the various articles displayed and asked questions. Upon returning to school, we immediately made lists of the fruits, vegetables, flowers, meats and miscellaneous articles seen. The next step was an effort to see where these things grew and came from. Seven automobiles were offered for the trip. The children went to a nearby market garden. Here were apples, grapes, vegetables and even a wheat field. The fields along the way furnished numerous objects of interest.

A general discussion and summing up followed when we reached the room.

#### RESULTS :

The results were varied and far-reaching.

1. Some of the children lived in a congested part

of the city, so a trip to the country was a wonderful event.

2. A seed box was planned and started.

3. The story of a head of lettuce was written and told at an entertainment.

4. Many new words were learned.

We used a familiar place as a door to an enlarged vision of human experiences.

This is an excellent example of a worth-while project growing out of a life-situation, carried over into the schoolroom.

A city market was located within two blocks of the school in which *this* project was originated..



A Housekeeping Activity—Wash Day—Washing for Our Doll—3A-B Grade



## XXXIII

### A COMMUNITY WORKROOM

Third Grade

#### SITUATION :

- (a) A sunny room in the basement.
- (b) Sand table filled with moist sand.
- (c) Work-bench and tools.
- (d) Accumulating materials, supplied by the children.

#### USES OF ROOM :

Trying out of first-hand experiences.

- (a) Washing for our dolls. (Illustration.)
- (b) Laying out a map like adjoining park.
- (c) Illustrating early history of Fort Wayne in sand table.
- (d) Making of bird houses for the park. (This activity grew into the bird project given later.)

To work in this room was allowed at free occupation time, also when a child felt his formal school-work prepared. This judging of necessary preparation often needed checking by the teacher before it worked out with satisfaction to all concerned.

The social coöperation with the teacher not only made discipline by the teacher almost negative, but

put the responsibility of right conduct on the little citizens of the schoolroom democracy.

RESULTS:

- (a) Power to judge and act either independently or in coöperation with the group.
- (b) Thought for the rights of others.
- (c) Control of conduct by the opinion of the group.

Everything to help and  
nothing to hinder.

—*Col. Francis W. Parker*

- (d) Rapid advancement by children of unusual ability due to opportunity for special privileges.

## XXXIV

### A SILENT READING PROJECT

Third Grade

#### SITUATION :

During the silent reading period, several children found stories or poems about flowers. They became very much interested and continued to hunt for material.

#### NARRATIVE :

The language and reading periods were combined and all enjoyed listening to related stories and poems.

#### RESULTS :

The ability to hunt for something definite was developed.

The desire to read well to others was encouraged.  
Literary appreciation was started.

#### THE PROGRAM :

Frequently in Language the children have a program. One member of the class is manager and announces the numbers that have been written on the board. One from each row is chosen; one tells a story, another a riddle, a third recites a poem. The teacher or an appointed critic makes helpful suggestions as to better choice of words.

In the Reading Project the following stories or poems were used:

“Daffodils,” Wordsworth

“Song to the Daisy,” Margaret Johnson—*Harper’s Second Reader*

“The Flower,” Alfred Tennyson—*Studies in Reading, Third Grade*

“Daisies,” Christina G. Rossetti—*Free and Treadwell, Second Reader*

“Suppose Studies in Reading,” Martin—*Elson Primary School Reader, Book II*

“The Story of Clytie,” Flora J. Cooke—*Studies in Reading, Third Grade*

“The Little Plant,” Kate Louise Brown—*Wheeler’s Second Reader*

“The Flowers’ Thanks,” Lyman Abbott—*The Outlook*

“A Forest Flower,” Goethe—*Young & Field Literary Readers, Book III*

“Baby Seed Song,” E. Nesbit—*Young & Field Literary Readers, Book III*



## XXXV

### A THANKSGIVING PARTY

Third Grade

During the Language period, one day, the children discussed Hallowe'en parties they had attended. A desire was expressed to have a Thanksgiving party. The following is an outline of the procedure:

Of what do our mothers think when they are preparing for a party?

1. Guests—3B children invited.
2. Invitations—Each child tried to write an invitation but none could formulate statements or questions. The children had to learn:
  - (a) To formulate statements.
  - (b) To ask questions.
  - (c) To spell words.
  - (d) To spell names of months, days, also to form abbreviations of months.
  - (e) To begin and end a letter.
3. Refreshments—committee named to find out:
  - (a) Amount of popcorn needed.
  - (b) Number of popcorn crisps needed.

- (c) Number of popcorn crisps in a package.
- (d) Cost of popcorn crisps per package.

WRITING—Invitations, programs, place cards.

READING—Plays and stories.

ART—Decorating programs, place cards, making baskets.

MUSIC—Learning Thanksgiving songs.

CONSTRUCTIVE WORK—Guns, cannon, Pilgrim costumes, baskets.

The school should be a model home, a complete community; an embryonic democracy.

—*Col. Francis W. Parker*

## XXXVI

### A HUMANE SOCIETY PROJECT

Third Grade

#### HOW THE PROJECT STARTED :

Last spring the Humane Society made a drive for funds with which to build temporary shelter for friendless animals. The teacher thought the objects and aims of the society worthy of bringing before the children.

#### SITUATION :

One day, during the story-telling period, the field was limited to tales of pets. Many of the children had cats, dogs or rabbits, and great delight and interest were taken in the stories. From this there arose an interest in animal stories and animals. The habits of animals were discussed and much interest was taken in the right care and treatment of dumb animals. Finally the Humane Society was mentioned. Its purposes and the necessity for such a society were discussed and a realization of the great good such an organization accomplishes was firmly fixed in the minds of the children. From this there developed a discussion of the drive the society was making; its purpose, and the need of such a home

as the society intended building. The children expressed a desire to help in this drive, and finally asked that members of the class might go into other rooms and explain the aims of the drive to the children, and have boxes that each child might be given an opportunity to aid the dumb animals.

#### ACTIVITIES :

In order that the children of the other rooms should understand the motives of the drive, it was necessary for "speakers" to go to these rooms and explain the drive; therefore the 3A children, during the oral language period, gave short talks in their own room and to the members of their own class concerning the society and its purposes. Those who delivered the best talks were chosen to go to other rooms and to speak to the children there.

A box for contributions was left in each room and when these boxes were collected, the children found it was necessary to have a knowledge of dollars and cents. From this there arose a study of money, and the counting of the contributions.

Letters were written to the Humane Society, and the best was selected for sending. While this project was being carried out, unlimited reading material was brought into the schoolroom. Library books were searched for animal stories and these were read by the children.

Many pictures of animals were collected and great delight was taken in story-telling.



The results of this project were :

SOCIAL AND CIVIC :

1. The children learned mercy and kindness to animals.
2. The children learned of the Humane Society, its organization, purpose, accomplishments and place in the community.
3. Knowledge of dollars and cents.

ENGLISH :

4. Telling animal stories.
5. Telling of experiences with animals.
6. Telling stories about animal pictures.
7. Writing of letters.
8. Public Speaking—addressing classes and explaining the aims of the society.
9. Reading—extensive reading of animal stories.
10. Strengthening of child's ability to find material desired—use of books.
11. Habits of both domestic and wild animals.

## XXXVII

### A CHRISTMAS TREE PARTY

Third Grade

Children brought the money to buy a Christmas Tree. They discussed the subject with parents before a definite decision was made.

#### ENGLISH

Discussion: Kind and size of tree. Plans and arrangements for party.

Decoration of Tree: Kind and size of ornaments.

Christmas Experiences:

(a) This year.

(b) Previous year.

#### STORIES

Speaking pieces learned at home or Sunday School.

#### ART

Making Christmas Tree trimmings.

Arranging trimming on tree.

Making of baskets for party, also doilies, napkins, etc.

Arrangement of tables.

Making toys and gifts.

Illustrating Christmas Book.

NUMBERS

- Counting money.
- Counting ornaments.
- Measuring chains.
- Counting number of children.
- Providing enough chairs, baskets, napkins, etc., for party.

MUSIC

- Songs: (a) Learned at school.
- (b) Learned at home.
- (c) Learned at Sunday School.

Games.

Rhythms.

READING

- Making Christmas book containing record of project.
- Reading Christmas stories.

ETHICS

- Making others happy.
- Making books for sick children in hospital.

## XXXVIII

### A GEOGRAPHY PROJECT

#### Third Grade

In our study of wool and the woolen industry, one of the children said, "I don't see how wool from a sheep's back could be made into clothes."

We decided to find out. The class was divided into groups.

1st group—Find how sheep were sheared in olden times.

How it is done today.

2nd group—How wool was washed, carded and spun in olden days.

How it is done today.

3rd group—How wool was dyed and woven in olden times.

How it is done today.

This furnished material for reading for several weeks and the project ended by the children demonstrating old methods of manufacture, using carders, spinning wheels, etc., and showing pictures of a modern woolen factory in operation.

Note: This project led on to a similar project on silk.



## XXXIX

### A PARTY

Third Grade

#### PREPARATIONS:

*What to serve:* Head lettuce sandwiches, radishes.

*Question:* To raise or to buy these vegetables.

*Decision:* It will depend upon the cost of them in the market.

Committees were appointed to investigate prices.

The first committee investigated the cost of growing the vegetables.

The second committee investigated prices in the market.

The whole class visited the market to price articles; also they took a trip through the business section to see what foodstuffs were made in the city.

#### RESULT:

Three projects grew out of growing and buying the vegetables and the related investigations.

1. The garden was made.

2. Radishes did not grow well, but lettuce sandwiches were served as planned.

3. A market place was constructed in the sand table. This involved much conversation on ways and

means of construction, also much experimentation before the city market was completed. Tables and autos were made of wood; vegetables of clay; people of clothespins; building of lath, corrugated paper, heavy cardboard and handles of flags too faded to inspire patriotism.

#### INFORMATION GAINED:

1. The farmer must charge for food for city people.
2. Interesting things city people make as a return for the farmer's work.

Coöperation between the farmer and the city producer was suggested by a class member. Large posters showing autos carrying store articles to the farmers were made.

## XL

### A LANGUAGE PROJECT

#### The Fairy Play

Third Grade

The first thing was that Mrs. Jopp, the teacher, read us the book, "Peter Pan," and we got the idea of fairies. Then she taught us "A Fairy's Song," by William Shakespeare. Several of the girls did rhythm work while the class recited the poem.

Three of the girls thought of a plan. We thought it would be nice if we could have a surprise party for Mrs. Jopp and make her happy..

We met at one of our homes and wrote our play. We had a queen and two fairies and we chose two boys for pages. The queen had a blue crepe-paper train and a blue wand. One fairy had a pink crepe sash, her hair was worn low, and she carried a wand, while the other was dressed in yellow. We used the Victrola and had fairy dances.

The fairy queen gave Mrs. Jopp a big basket of fruit that the children had brought. The fairies gave the school a surprise when we served peanuts and cookies. We had white paper napkins and tied the four corners together with ribbon.

The basket was so heavy the pages had to take it

home for Mrs. Jopp. She had some of the fruit the next day and was very happy.

—*Written by Wealtha Carrel*

A language exercise descriptive of The Fairy Play was prepared by each member of the class, and the best chosen.

In writing statements of the activity the children found it necessary to know the following:

How to write a title.

How to begin and end sentences.

How to write proper names.

How to punctuate.

However, by far the greatest improvement was found, not in the skill acquired in subject matter, but in the growth in good conduct of members of the social group. The unselfish coöperation shown in working out The Fairy Play had a permanent leading-on effect.

Dr. John Dewey says: "When a study is taught as a mode of understanding social life, it has positive ethical import."



## XLI

### A HISTORY PROJECT

From a Unit of History Study

Third Grade

#### SITUATIONS :

Ten weeks ago the teacher introduced the subject of Fort Wayne History.

Introductory Lesson. Free discussion of Indiana as the early pioneers found it. The teacher planned to devote several class periods to the study of pioneer life as an introduction to the history of Fort Wayne. To aid in the study she obtained a set of "Polly the Pioneer" books, which the children read in the afternoon reading period.

After a few days the interest in pioneer life began to be carried over into other school subjects. The subject matter of our language lessons became pioneer life and, after several group compositions had been written, a child suggested that they make books in which to keep their stories.

#### MATERIALS NEEDED :

1. Paper for books.
2. Indian heads suitable for covers.

These were used to make "Pioneer Life" books in which they have kept their stories, poems and pic-

tures. In writing stories in their books they learned some new words which they wrote afterward in their "dictionaries."

By this time the children were so deeply interested in pioneer life that the teacher gave up her original plan of history study of the grade for the present, and decided to postpone it until after the children had exhausted the subject of pioneer life.

Time required: about 30 minutes per week.

#### ACTIVITIES INVOLVED :

1. Spelling.
2. Composition.
3. Reading.
4. Information lessons.
5. Dramatization.
6. Free discussions.
7. Drawing.
8. Construction.
9. Picture study.
10. A number of gymnasium periods were spent in learning some play games of the pioneers.

In addition to these activities three group projects were being carried on.

1. House group.
2. Sand-pan group.
3. Prairie schooner group.

These were pupil-projects, suggested, planned and executed by the children. Numerous projects were

suggested by the pupils, but the teacher limited the construction projects to three because of time limit.

After a few days the teacher asked the children what they would do to entertain a class which knew nothing of pioneer life. The following suggestions were offered:

1. Read a story from our history books.
2. Read a story from "Polly the Pioneer."
3. Play some pioneer play-games.
4. Tell about our dictionaries.
5. Show our house and tell about it.
6. Show our sand-pan and tell about it.
7. Show our prairie schooners and tell about them.
8. Write and give a play.
9. Have an exhibit of relics of pioneer days.
10. Write some poems to read.

The children were divided into six groups with a changing personnel. Each group chose a topic. One week the groups were given a 30-minute period to organize and plan for the presenting of their topics. Next week they had two such periods. Each group had a leader and the teacher assisted in the organization when it was necessary, but in no case did she substitute her ideas for those presented by the children.

#### HIGH LIGHTS:

1. Children's original work, therefore simple.
2. All children take part.

3. Lesson shows necessary knowledge in the history unit. It is, however, not an accumulation of subject matter showing results, but the topics are given by the children for the first time and if regrouped, each group would respond in a different manner.

4. Group activity at times became class activity.

5. The leading on into Fort Wayne History was guided by the teacher.

### *Teachers' Bibliography:*

Historic Indiana—*Levering*

Indiana as Seen by Early Travelers—*Lindley*

Pioneer History of Indiana—*Cockrum*

A Narrative of Life on the Old Frontier—*Henry Hays*

The Play-Party in Indiana—*Wolfold*

Indiana Magazine of History

History of Fort Wayne—*Griswold*

Fort Wayne History—*Brice*

A History of Indiana—*Esarey*

### *Pupils' Bibliography:*

Letters of Polly, the Pioneer—*Nida*

Pioneer Life for Little Children—*Adams*

Philip of Texas—*Kaler*

Pioneer Days—*Carmichael*



## THE PLAY

## SCENES FROM PIONEER LIFE

Written by a Group of Children

*Characters: Mother, Father, Andrew, Ruth and Mary.*

## ACT I

*Scene: A pioneer home. Mother and the girls seated near the fireplace.*

*Mother:* Girls, you must help mother sew. Father and Andrew need new hunting suits. You know that fine suit I made for Andrew last fall was torn into shreds by a mother bear, when Andrew tried to steal one of her baby cubs.

*Ruth:* But we haven't any deerskin, have we, mother?

*[Enter Father and Andrew.]*

*Andrew:* As I was digging the honey out of a hollow tree, father spied this beautiful deer in some distant shrubbery. He aimed at him and you know father never misses a shot. So now we shall have a feast.

*Father:* Yes, and I shall tan the hide and mother can make new hunting suits for Andrew and for me. Come, Andrew, we have much work to do in our cornfield.

*[Exit Father and Andrew.]*

*Mother:* I shall spin some of our flax now. When warm weather comes, we shall want some dresses of tow linen. While I am spinning you may sew on your new dresses.

*Mary:* New dresses! Are we to have new dresses? Really, mother?

*Mother:* Yes, dear, your old dresses are too ragged to wear to the play-party next week.

*Ruth:* What kind of goods shall we use, mother?

*Mary:* Oh, I hope we may have them made of red calico, like Lucy Green's new dress!

*Mother:* No, dear, calico is too expensive for us. It costs three dollars a yard, so I have woven some linsey-woolsey for you. It isn't as pretty as calico, but it will wear very much longer.

*Ruth:* I think that is pretty. How did you make it that pretty brown color, mother?

*Mother:* I dyed it with walnut hulls.

*Mary:* How did you make this linsey-woolsey, mother?

*Mother:* I spun some flax and wool and then wove it, using the flax for the chain and the wool for the filling. The next time I weave, you may help me. Now we must stop talking and go to work.

[*Mother goes to the spinning wheel and the girls begin to sew.*]

*Ruth:* Over at the Forks, the schoolmaster teaches the children to sing their ABC's. Let's see if we can.

[*The girls sing ABC's to the tune of Yankee Doodle.*]

CURTAIN.

## ACT II

*Scene:* Same as before. *Time,* a day later.

*Father:* I have invited all the settlement to our log-rolling tomorrow. Mother, you and the girls will have to work all day cooking good things to eat. Andrew, come with me and we will make some hickory handspikes for rolling the logs.

*Mary:* Oh, mother, will you really let us help you cook?

*Mother:* Yes, dear, for we must prepare for many guests.

*Ruth:* Mother, shall we cook that deer that father killed yesterday?

*Mother:* Yes, run to that clay bowl outside the door and bring some bear's oil from it. You know venison is not good unless it is cooked in bear's oil.

*Mary:* Let us put it into our Dutch oven and pile coals over it.

*Ruth:* I heard Lucy Green talking about johnny-cake. How is it made? Could n't we make some johnny-cake?

*Mary:* Oh, I know how Mrs. Green makes johnny-cake. She makes it like our corn bread, except that she bakes it on a board. She sets the board before the fire until one side is baked, and then the other side is turned toward the fire.

*Mother:* Girls, what shall we have besides venison and johnny-cake?

*Ruth:* We must have some "hog-and-hominy." Everyone will like that.

*Mary:* Yes, and wild honey and roast turkey and—oh, I can think of so many good things!

*Ruth:* Won't we have a good time tomorrow! After the work is finished, I know we'll have a play-party. I hope they play, "Jolly is the Miller." [*Sings.*]

CURTAIN

## ORIGINAL VERSES

*To the Pioneers*

The good pioneers gave us this state,  
As a home in which to dwell.  
Let us thank them for this home,  
For we love it very well.

Oh, how we love the pioneers!  
Their work indeed was great.  
We rejoice that they lived here  
For they began our state.

*Pioneer Fun*

They made fun out of their hardest work,  
They made fun out of their play.  
They made fun out of everything,  
Through all the busy day.

*Our House*

We have built a pioneer house,  
Where brave pioneers do live;  
Its walls are made of logs and clay,  
Its floors are slabs of wood.

The blazing fire lights up the room,  
Where the mother spins and weaves;  
By its light the father cleans his gun,  
To prepare for the morning hunt.



*Song of a Prairie Ship*

(Group Composition.)

I have traveled many weary miles,  
In my search for a home in the west.  
I have forded streams and followed trails,  
With seldom a chance to rest.

Two faithful ox-teams drew me on,  
In my search for a home in the west,  
Through wilderness and open plains  
To home at the end of my quest.

*A Wish*

I would like to be a pioneer  
And to be as brave as they.  
And to be as happy as they were,  
Through all the busy day.

The pioneers came years ago  
And settled in this state.  
They cleared the timber from the land,  
They worked both early and late.

## XLII

### A BIRD PROJECT

Third Grade

#### SITUATION :

During Christmas vacation several children of a Third Grade class converted their Christmas trees into birds' Christmas trees. They tied suet and seed bags to the branches and placed the trees out of doors. Upon returning to school, eagerness to tell about the birds that came to their trees resulted in many discussions of the habits and activities of birds.

To meet the growing enthusiasm for bird study, the teacher suggested the formation of a Junior Audubon Society. The children welcomed this suggestion with such enthusiasm that a bird club was organized immediately.

It was from this nucleus of *interest* that the bird project grew, and it increased in enthusiasm and scope until it involved practically all the school activities of the Third Grade. The project lasted from Christmas until school closed in June, and the outgrowth of it still longer.

#### ACTIVITIES :

I. The Aims of the Audubon Club: To awaken interest and sentiment in favor of birds by means of society meetings, bird literature, bird charts and pic-

tures, bird calendars, field trips for bird study, bird protection and winter feeding of birds.

II. Meetings: Every Friday afternoon, arranged for and conducted by the officers of the club.

1. Every meeting included some definite study of our local birds, their habits, haunts and food.

2. Personal experiences with birds told by children.

3. Poems and prose selections about birds related by children.

4. The secretary kept a record of each child's activities in the club. When a child fed or watered the birds at home, supplied nest-building material, erected bird houses, baths or feeding shelves, it was recorded and reported upon by the secretary. With this incentive the children found many opportunities for helping to protect and care for the birds.

III. Field trips to a nearby park were taken. This aroused enthusiasm to such a pitch that the teacher found herself almost overwhelmed with descriptions of birds and questions about birds.

During the nesting season each child watched the building of a nest near his home, and reported upon the activities of the birds during the process of home-building and rearing of the young.

The field trips developed powers of observation and appreciation of nature.

IV. The Public Library supplied bird plates and bird books for the library table. These books, in

addition to government bird bulletins and Audubon leaflets, furnished abundant reference material. Each child made a bird book which included bird reading lessons, pictures, drawings of birds and nests, poems, group compositions and stories of personal experiences with birds. This book served as a record of the child's definite knowledge.

School skills growing out of the bird book involved oral and written composition, reading, spelling and art.

V. Civics: Civic activities included participation in the club meetings, which gave the children experience in club organization and management, as well as experience in public speaking.

The home phases of the project, the feeding and watering of birds, assistance in the nest building, the making of bird houses, baths and feeding shelves developed not only a spirit of gentleness and mercy for small wild creatures, but also gave training in manual arts and number.

VI. Literary Appreciation: In addition to all these activities, an experiment in original verse writing grew out of the bird project. An interest in poetry was aroused through the use of poems in the club meetings. This resulted in an expressed wish to write a poem for the bird books.

As original verse work must be preceded by careful study of the style and structure of poetry, a month was spent in preparing the children for verse





Preparing for Bird Day—3A-B Grade

writing. At the end of that time the children wrote some spontaneous verses which were delightful not only because they showed a keen appreciation of the beauty of poetry, but also an intimate knowledge of bird life.

### PREPARATORY STUDY FOR OUR VERSE WRITING

#### Teachers' Aim:

To give some idea of the devices used in style and finish to make the words of the poem show a beautiful picture.

Whereas our interest in prose is chiefly in the subject matter, a poem must have beauty of form as well as beauty of thought.

#### How Acquired:

Listening to poems.

Discussion of different pattern poems, as to plan and structure.

Illustrations of verses written by child-poet.

Points considered, quality of cadence and other elements besides rhyme.

Listening to good free verse.

Decision came to write on birds for the bird books.

List of words grown to be familiar in the study of birds was written on the board for use in poems if needed.

Writing of poems by pupils individually, with class suggestions later to help the slower pupils.

The following verses were collected. They are given as first written, after the preparatory talks.

#### THE ROBIN

Robin, Robin Redbreast,  
Sitting in a tree,  
Pretty little Robin,  
Come and sing for me.

Anna Marie Kestner, 3B.

#### ROBIN REDBREAST

Robin in the tree-top,  
Sing to me your song,  
Fill the air with joy and gladness  
All the glad day long.

Jack Christie, 3B.

#### JENNIE WREN

Pretty little Jenny Wren, you are so very sweet,  
Come build your nest where I can peep  
And see your babies sleep.

Ednell Miller, 3A.

#### THE BLUE JAY

Pretty little Blue Jay,  
Sweet as sweet can be,  
Come and build a dainty nest  
In my cherry tree.

Iola Kickley, 3A.



Printing of Names in the Picture Book

3A-B Grade



## THE BLUE BIRD

He has the sky on his back.  
And the ground on his breast.  
He makes the world happy.  
He is the Blue Bird.

Dorothy Tonkle, 3A.

## THE RED-HEADED WOODPECKER

O Woodpecker! Dear flag bird,  
Who painted you red, white and blue?  
'Twas God! 'Twas God!  
He did it.

## THE BLUE BIRD

O pretty Blue Bird!  
Come and sing a song to me,  
Come and build a cozy nest  
In my apple tree.  
I will not hurt you, I love you,  
You dear bird.

Mary Hammond, 3A.

## THE ROBIN

My little one, my pretty one,  
Oh come unto me!  
My little one, my pretty one,  
It was God who made thee.

My little one, my pretty one,  
Singing in the spring,  
My little one, my pretty one,  
'T was God taught thee to sing.

Vera Greed

## THE FLICKER

Pretty colored flicker,  
Come and sing for me.  
I love to hear your little tune,  
Tap, tap, tee!

Bessie Horstmeyer

## THE FLICKER

Flicker, oh flicker,  
How sweetly you sing!  
When I hear your song  
I know it is spring.

Jean

## THE ROBIN

The robin here  
With very good cheer  
Sits in a tree;  
With breast of red  
And coat of brown,  
Singing merrily.

Jerry Rerber

## COMMENT:

This project unified all third-grade activities and developed a sustained interest in birds. It also taught the children to recognize the value of birds from an economic standpoint. The project was worth while from a moral and from an esthetic standpoint, as the beauty of form and color and songs of birds touched the finest chords of child nature.

# FOUR AND FORTY PLAYS AND GAMES

## THE RELATION OF PLAYS AND GAMES TO THE TECHNIQUE OF DRILL

It is in the play or game requiring speed and accuracy that repetition is essential. In order that the technique of the game shall not detract from pleasure in playing it, the repetition must be sufficient to make the responses to fundamental facts automatic.

The tools of learning—as abstract numbers, phonics, spelling, recognition of words at sight, and use of correct language, have each a definite place in education, but their place is subordinate to the purposeful activity the child starts when *feeling a need* for the acquired skill.

Through playing games in the schoolroom, the atmosphere necessarily becomes informal, for an interested child loses his self-consciousness and acts naturally. He has a motive: to play the game well, and his desire makes the necessary repetition not work but play.

“Repetition is effective in proportion to interest and attention.”



Kindergarten Free Play



# I

## KINDERGARTEN FREE PLAY

### SITUATION :

Interesting play-materials accessible to the children during free-play periods.

### PROCEDURE :

Thoughtful guidance by the teacher when necessary to help the child to obtain a more satisfying self-expression.

The opportunity is first given the child to use what he has on hand; the teacher then may help him to acquire skill in what he already has, or she may suggest other possibilities or surround the little worker with stimulating material favorable to a leading-on to further action. The visible results accomplished, while of value to the child, are unimportant as compared to the habits and attitudes he has acquired in group activity.

The teacher is indeed necessary, as she quietly passes from group to group, ready at any time to suggest a leading-on thought, yet not dictating problems; for the problem comes to the little pupil's mind because of an occasion which arises in the progress of the work.



Kindergarten Basket Ball

## II

### KINDERGARTEN BASKET BALL

#### MATERIALS:

The school wastebasket hung on the wall; a large rubber ball.

#### OBJECT OF GAME:

To see how many can throw the ball into the basket. The younger the children the more simple must be the game.

Merely ability to roll a ball is of sufficient interest to a baby, but such play may eventually lead through the stages of aimlessly tossing a ball, throwing a ball with a goal in view, high school basket-ball play, to a championship in a city or nation.

*Play is the work of a child.*



Number Game with Cards—1A-B Grade



### III

## MATCHING NUMBERS

First Grade

#### MATERIALS:

Manila cards 3x6 inches, on which are printed numbers 0 to 10. Several sets of cards are required, according to the number playing.

#### PROCESS:

Shuffle and deal cards, 6 or 8 to each player and to the floor.

The first child matches a card with one on the floor, placing the “book” before him, and naming the card matched. If he cannot match a card he says, “I pass.”

Play in turn until all cards are used or until “time” is called.

The child making the most books wins the game.

## IV

### TEN PINS

#### First Grade

The class stands in two equal rows facing each other. The game can best be played when not more than seven or eight *pins* are used. These pins are placed upright at one end of the space between the lines and the two leaders at the other end, each having a ball, see which can strike down the greater number. They do not take turns but throw as quickly as the balls are sent back to them by two children who have been appointed to return the balls. When all the pins are down, the children in the rows tell how many have been struck down for their side. These numbers are placed on board and, after all have had a turn, are added to find which side has won.

In simple games for little children the *activity* is in itself the end. It is play and not work because of the child's interest.

## V

### MARBLES

First Grade

[Game for free occupation time]

Five or more marbles are placed in a circle at the center of a long table. The children are divided into two teams, one on each side of the table. When the game starts, two children, each with a “shooter,” take their places at opposite ends of the table to see which can strike out the greater number of marbles for his team. When all marbles are knocked out and the score marked, the marbles are replaced, the children move to the right and the game continues.

—*Original*

## VI

### SILENT READING WITH TOYS

#### First Grade

There is a distinction between a play activity and a so-called study-period with the teacher.

After the children have made and played with toys, reading-games may be based on this play. These were found effective in beginning reading.

#### MATERIALS USED:

1. Common toys, made by the children or brought into the classroom.

2. Large manila cards, on which are printed action sentences, phrases or words.

In the following picture these sentences are seen in the rack:

- (a) Put the doll in the swing.
- (b) Find the Father Bear.
- (c) Find the big chair.
- (d) Fasten the car to the engine.
- (e) Put the doll to bed.
- (f) Put the Baby Bear in his chair.

On the table or floor nearby are placed duplicate sentences, phrases or words.





Silent Reading with Toys—1A-B Reading

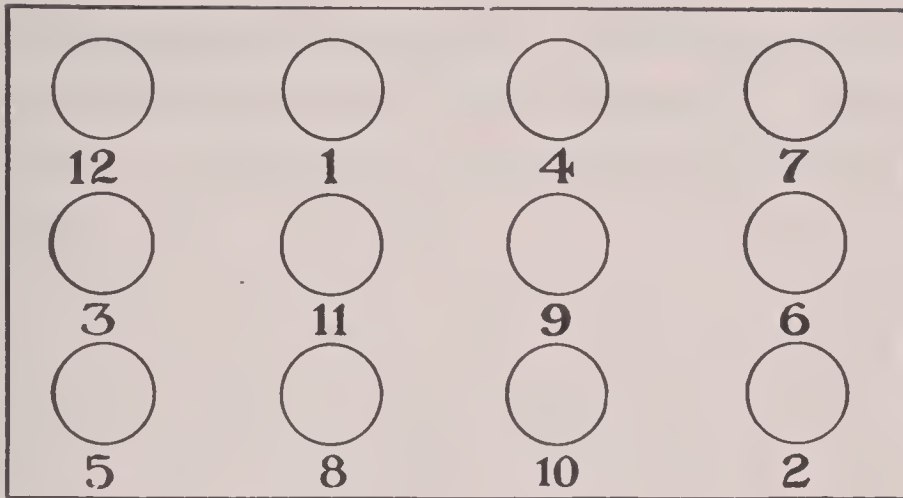
## PROCEDURE:

As the pointer designates something to do, the children, as chosen, perform the actions, or match the duplicate cards from the table with those on the rack.

## VII

### BEAN-BAG GAME

Second Grade



This game-board may be made of heavy pasteboard or wood. It should stand on the floor at an angle of forty-five degrees.

If the class is learning to count by 2's, each hole counts two. Each pupil gets two turns. The score-keeper keeps tally on the blackboard and adds as in Ring Toss. (See Game XXIII.)

This game may be played by drawing rectangles on the blackboard, using a damp sponge as a ball.

—Original

## VIII

### WORD-BOX UPSET

#### Second Grade

All but one of the children are seated on chairs in a circle. The extra child takes the lead or is “It.” All the children are given word-cards.

The child who is “It” calls the words (but not in rotation) and as each one’s word is called the child holding the card stands and turns around. After all the words have been called, the leader says, “Word-box upset” and the children change chairs. The child who does not get a chair becomes “It.” —*Original*

“A child often develops more in a moment of joyous, personal contact than in hours under conscious teaching.”—*Arnold Gesell*

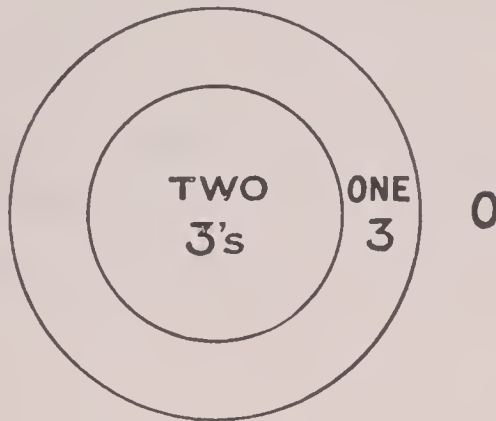


## IX

### A COUNTING GAME

Second Grade

Mark with chalk two concentric circles on the floor. The inner circle counts “two threes.” The outer circle counts “one three.” Outside the circle counts naught.



Have score board like this:

<b>GIRLS</b>														
<b>BOYS</b>														

The children form in two lines, boys on one side and girls on the other. A boy and a girl are chosen to keep score. A boy and a girl stand on a line and throw the bean bags. If the girl throws the bag in the center the score-keeper puts down two threes; if

it falls on the outer circle one three, and if it falls outside the circles, she puts down naught. The boys' score is kept the same way. When all have played they count the scores. The children find the difference between their scores to see which side wins.

Games lead to projects: hence we may say that activity is the first note in a project, and the result is obtained later through the leading-on response.

This game may be a drill process leading up to a store-game in which the table of 3's or 4's must be used.

—*Adapted*

## X

### PUSSY WANTS A CORNER

Second Grade

All of the children but one stand at corners of their desks. The one who has no corner faces one who has and pronounces a phonogram, as *ing*, to that child. If this child can spell and pronounce a word containing this sound, he keeps his corner; if not, he changes places with the questioner.

Several children at the board write a list of the words as they are spelled. This list furnishes material for seat work in spelling or phonics.

—*Original*

## XI

### A NUMBER CONTEST

#### Second Grade

Divide the class into two or three groups and give each group a banner on which the words "Watch Our Group Grow" are printed. Send to the board a representative from each group to write combinations as they are dictated by the teacher. At a signal, the race begins, to see who can get the correct answers down first. The one who wins takes the losers to his group. Others are chosen to take their places at the board and the game continues until "time" is called. The larger group wins.

Vary this game as follows: If the table of 2's in addition is the skill to be mastered, the children at the board add 2 to each number dictated by the teacher.

*Example:* The teacher dictates 3, 7, 9; the children write 5, 9, 11.

—Original



## XII

### QUICK AS A WINK

#### Second Grade

Children sit in little chairs in a circle. One child stands behind a vacant chair and is "It."

Each seated child holds a card with some combination; as for example:

$$\begin{array}{ccc} 7 & & 2 \\ & \text{or} & \\ 3 & & 4 \end{array}$$

The child behind the vacant chair calls a number, as 10.

Anyone holding a combination making 10, runs to the vacant chair. The first to reach the chair wins, and is "It," giving his seat to the former It.

—*Suggested and worked out by second-grade children*

## XIII

### DISCARD

#### Adding Game

##### Second Grade

#### MATERIAL:

Many sets of manila cards, size 3x6 inches, numbered from 0 to 10.

The children sit in a circle on the floor. Deal six or eight cards to each in the circle and a like number to the floor. If the addition by 3's is the game, the leader seeks to find in his hand a number which equals the sum of 3 and any number on the floor, these two cards forming a "book," which the child places behind him.

#### ILLUSTRATION:

The child holds card number 9; card number 6 is on the floor; ( $6+3=9$ ) so the cards 9 and 6 form the book.

The child then discards any card in his hand and places it with the floor cards.

If unable to form a book he says, "I pass."

The next player continues the game.

The child who is first to discard his last card says, "Discard," and wins the game. He also, of course, has the most "books."



Discard: Adding Game—2A-B Grade

This game may be used, as well, in subtraction or multiplication combinations.

## XIV

### SUMS

#### Adding Game

##### Second Grade

Every child but one is given a card with a number on it.

The child without a card comes to the front of the room and says to any child, as Mabel: "If you add two to your number, Mabel, what will you have?"

"I will have eight," says Mabel (supposing her number is six).

"Your number is six," says the questioner.

Six is correct, so the game proceeds as before until the questioner "misses," when his place is taken by the last one called upon.

This preparation leads up to the game in which two children choose sides, the two groups being given alternate turns. Two children keep score on the board.

—*The idea for the above game was suggested by a drill in the Normal Instructor and Primary Plans*



## XV

### DICE

#### Second Grade

Each child has a die made of clay and plays with the child sitting nearest him. These two children throw the dice at the same time and the one who throws the larger number wins the difference between it and the smaller number. Each child keeps his own score.

The goal may be set at any number, as 15, the game then being to see which of two children first obtains the number 15 as the sum of his score column.

—*Original*

## XVI

### THE RACE

#### Phonetic Game

##### Second Grade

Send several children to the blackboard. See who can build the most words in one or two minutes, using one phonogram, as *ing*, *at*, *ng*.

The winner chooses children to pass to the board.

Vary by sending two children instead of the entire row.

This game naturally carries over to the occupation period, when the children make phonetic books, placing in their books the “family groups” as learned.

—Original

## XVII

### CHAMPIONSHIP OF TEN OR ELEVEN

[According to the Number of Cards Used in the Game]

Second Grade

One child comes to the front of the room with cards numbering from 2 to 12. Two children are chosen to stand *behind* him to work for the championship.

The class decides on any number to be used, say 3. (Addition.)

The child holding the cards shows them to the class one at a time.

When a card is held up, say 8, the class says, "Eleven" ( $8+3$ ).

The first of the two children to give the number shown to the class receives the card. This continues until the cards have all been shown. Then each player counts his cards and the champion is the one who holds the greatest number of cards. The champion then becomes the holder of the cards for the next game.

—*Adapted from Primary Education*



Who Has the Rabbit?—2A-B Grade

## XVIII

### WHO HAS THE RABBIT?

Second Grade

#### PREPARATION :

1. Children make sixteen cards out of cardboard.
2. On twelve of these cards they print difficult combinations of any given numbers, say ten, eleven or twelve. Print them in pairs, as  $\begin{array}{c} 5 \\ 7 \end{array}$  ,  $\begin{array}{c} 7 \\ 5 \end{array}$  , etc.

3. On three other cards print the answers to the combinations (10, 11 or 12) ; on the last or sixteenth card, the teacher stamps a rabbit.

#### RULES :

Two children play against each other. One child separates the answer cards from the deck and lays them down where both can see them, then deals the remainder of the cards.

1. Each draws in turn.
2. All match cards with partners. That is, if one child chooses to play a 4, his opponent must choose a 6, 7 or 8, according to which of the answer cards he wishes to build upon.
3. Lay matched cards down by answer card until all cards are matched but the rabbit.
4. The player who holds the rabbit loses the game.



## XIX

### TIT-TAT-TOE

Second Grade

Word cards are placed in a circle on the floor. The children stand or sit about this circle. A child is chosen and is told to step to center of circle and to close his eyes. This child is given a pointer. He moves his pointer around the circle and repeats, "Tit-tat-toe," stops his pointer, opens his eyes and names the word on which his pointer stops. He continues until he cannot give the word. The child getting the most words wins the game.

Vary the game by using phrases in place of words, or by spelling words or sounding letters, naming figures, or giving answers to combinations.

Any game brought over from the playground is valuable as an added interest, a link between the outdoor play and schoolroom game. —*Original*

## XX

### POST-OFFICE

#### Third Grade

One child is chosen salesman of a post-card store. Each child purchases any number of cards from one to ten. After all have purchased cards, each one decides how many he is going to mail, how many stamps it will take, and the cost of them, and how many cards he will have left after he has mailed some. Each child then purchases his stamps. He must make sure that he receives the correct change. To be sure of this, he tells the class as he buys the cards, how much money he had, the cost of the stamps and the amount of change received.

As:

I bought 5 cards.

I mailed 3 of them.

I have 2 cards left.

My cards cost 3 cents and my stamps 3 cents.

I spent 6 cents.

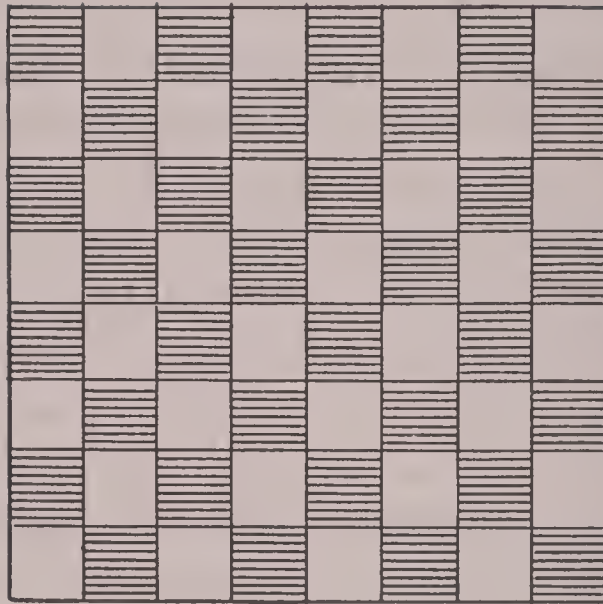
I have 4 cents left.

—Adapted

## XXI

### CHECKERS

Third Grade



A checker-board like the above is drawn on the blackboard. Place figures in red squares. The number of children to take part in the game is determined by the number of figures in a row of the checker-board. If the above square is used, four children can play the game at one time. Before the children begin to play, the teacher mentions a number which is usually in the top row of the checker-board and the players work to reach that number, the winner being the one who reaches the number first.

## RULES FOR PLAYING THE GAME:

1. The children with pointers start at any figure in the bottom row of the checker-board. There must be one player for every figure in the bottom row. The players move from red block to red block, adding the numbers on two red blocks and giving answers as they do so.

2. The child at the left usually has the first move, the child next to him the next move and so on.

3. When two pointers are so placed that one can skip over another to a red block beyond, the player does so, adding the numbers on the three blocks and giving the sum.

4. If a player is so cornered that he cannot move without moving backwards, he is allowed to miss his turn and wait for the next.

5. The first child to reach the number necessary to win the game, declares the game ended.

6. Anyone making a mistake returns to the starting point.

—Original

## XXII

### COVER UP

Third Grade

Class is divided into several groups. One child from each group goes to the blackboard and closes eyes while another child covers some word in a list of words on the board. At a signal they look to find which word is missing and then see who can write it first on the board. The game continues until all words have been written, each child in class having a turn.

Change this game by using short phrases or phonograms, or by spelling the word erased.

#### VARIATION OF THE GAME:


Make the list on the board *name* or *action* words. The children illustrate the word erased by drawing on the board, pointing to the object, or dramatizing.

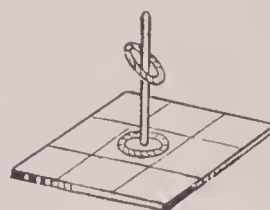


# XXIII

## RING TOSS

Third Grade

$6 \times 3$	$9 \times 3$	$2 \times 3$
$3 \times 3$	 $12 \times 3$	$10 \times 3$
$5 \times 3$	$8 \times 3$	$7 \times 3$



Play on the floor. A stake and four rings are necessary. Divide the class into four groups. One child tosses the ring, trying to get it over the stake. If he does, it counts  $12 \times 3$ . If he does not, it falls into one of the squares. Each child keeps his score on the blackboard. After all have played, four pupils, one from each group, add the scores of the four sides. The side having the largest score wins.

## XXIV

### DOMINOES

#### Drill on Table of 2's

##### Third Grade

Use dominoes or domino-cards up to double six.

Each player draws two dominoes.

Any double is placed face upward on the table. The other dominoes are face downward.

Follow the usual rules for the game of *dominoes*.

The players give their score as they play. Their score is obtained by giving the sum of the ends of the domino line and telling how many two's are in that sum. The number of two's is their score.

For example: If the ends are two and four, the player scores 3, because there are three two's in six. Doubles are played cross-wise and hence are counted double, that is, double four counts eight.

Any other number may be made the basis of scoring. Also dominoes may be matched to all four sides of each double, increasing the number of possible plays and giving drill in the handling of larger numbers.

The player who is first to play out all his dominoes, declares the game ended. The one who has the highest score wins.

## XXV

### TAKE TEN, ELEVEN OR TWELVE

Third Grade

For twenty players, prepare twenty packs of manila cards, 12 to a pack. Print numbers 0 to 12 on them. The cards are shuffled thoroughly and are then spread face downward on the table.

The object of the game is to hold the cards that add up to ten. One point is scored for the player whose cards add to exactly ten. No score is allowed for any other sum. The game is decided by the highest score made when all cards are played.

All the players simultaneously draw a card twice around. Anyone having two cards whose sum is ten, stands, announcing it to the class while the rest draw for a third time, trying to get three numbers whose sum is ten. The lucky ones all announce their sums to the class and place the cards behind them. The play continues until the cards are exhausted.

—Adapted from game "Twenty-One" in *Teachers' College Record*

## XXVI

### FILL IN THE BLANKS

#### Third Grade

Write sentences on the board, making several copies and leaving blanks to be filled in with words from the spelling list. Several children representing different groups go to the board to fill in the blanks. Keep score.

Play also with rhyming words, as,

Rain, rain, go away,  
Come again some other —.

In any game of this kind there is generally a leading-on interest, as the keeping of individual score-cards, or a class-record to tally the scores day by day, or a book of rhymes.

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#### *Note for Mora (page 163)*

<sup>1</sup> This game is played in many countries and is very old. It was played by the Romans, who called it finger-flashing. It is played by the Italians of today. There are several ways of playing it, but the above is adapted to the use of classes of children. Swiftiness is an element to be developed in answering. This game is useful in teaching close observation and accuracy. Through it the children automatically learn the multiplication table when counting by 2's, 3's, 4's, etc.

## XXVII

### MORA<sup>1</sup> OR COUNTING GAME

Third Grade

The children sit in a circle. Each one holds up (by 1's, 2's, 3's, 4's, 5's) the same number of fingers from one to five, as decided upon. Each one guesses how



Mora or Counting Game—3A-B Grade

many he thinks are up. One child in the center actually counts the fingers, as by 3's, by 4's, etc. The child who guesses nearest the correct number is the next to stand in the center. (See note, p. 162.)

—Adapted from *Teachers' College Record*



## XXVIII

### THREE TIMES AND OUT

Third Grade

In this game one set of cards numbering from one to twelve is used.

There are two sides, twelve on a side.

Children in the outside circle hold no cards.

Twelve children, facing the outside circle and each holding a card so it can easily be seen, form an inside circle.

Object is for "outside people" to get "inside."

A member of the outer circle starts the game by calling six three times (as 6, 6, 6), or any number he sees in the inner circle. If the child holding the number does not begin a combination of it before the child outside finishes, he is "caught." He then gives his card to the child outside and they exchange places. The second child proceeds the same as the first.

The child who is not caught once is the victor.

If a child is caught more than three times, he is out of the game.

—*Original*

## XXIX

### MATCHING GAME

Third Grade

Object: To Give Drill and Practice in Making Combinations, as of 14.

Group-players are seated at a table or on a floor mat.

Each player is given six number cards from a pack of many cards with numbers from 1 to 14. Cards used are large manila-pasteboard, size 3"x 5".

Each player places his pack of six cards face downward in front of him.

Decide upon a combination; as 14.

Player One turns his top card face up in front of his pile. Two does the same, hoping with One's card to equal (match) 14.

For example: One turns 9, Two turns 5. Two places his 5 on One's 9, saying, "9 and 5 are 14." Two turns his next top card, matching One's new top card if possible. If Two's card, when turned up, fails to match One's card, then Two places his card in front of his own pack, and Three continues, matching *his* top card, if possible, with Two's top card. Next child plays, and so on. If a mistake is made, the first child to see it calls, "Mistake," and gives the top card from

his “face-down” pack to the child making the mistake. Anyone who has a card matching that of the one making the mistake gives the latter his card which matches, placing it face up on the card it matches and giving the combination aloud. If a card turned should match the top card on a child’s own pack, he may give the combination and have another turn. The child getting rid of all his cards first, wins.

—*Original*

## XXX

### CHANGING CARDS GAME

Third Grade

In this game twenty-two sets of cards numbering from naught to eight consecutively are used for twenty players. It is well to divide the cards into three piles, placing all the naught's, one's, three's and five's alternately in one pile, the two's and four's in another pile, and six's, seven's and eight's alternately in another pile. Thus one pile contains 0, 1, 3, 5; 0, 1, 3, 5, etc. Let three children deal the cards, each child taking a pile. Three cards are dealt to each player, one at a time, and six, face upward, in the center of the circle, two at a time.

The object of the game is to hold three cards that together make eleven or twelve or any number you wish. If the players are trying to get three numbers whose sum is twelve, the one or ones whose cards add up to exactly twelve, stand, announcing that they are "satisfied."

The game is played as follows: Each player in turn, beginning with the one on the left of the dealer, chooses a card from the table, substituting one from his own hand in its place. The play continues until all players have a turn. Then those who are satisfied give their combination aloud, as "Four and two

are six, and six are twelve.” The children call these three cards a book and those having them place them on the floor, while those who were unable to exchange cards so they could get a book, say, “I pass,” and discard their cards. The dealers deal from the remainder of the pack as before, this time the children may try to get three numbers whose sum is thirteen.

The play continues until the cards are exhausted, when the one having the most books wins.

In games like the preceding, children soon recognize the need for number drill, and they seek to acquire the skill necessary in order that they may form a part of the group to play the game.

The game furnishes adequate motivation.

—Adapted from the game “Thirty-One” in *Teachers’ College Record*



## XXXI

### RELAY GAME

#### Third Grade

Each child has a sheet of paper and pencil. As the scoring is done by rows, there should be an even number of children in each row. The teacher places an example on the blackboard. The children copy and solve it, then skip to the front of the row and place their papers in the order finished on a chair (placed there for that purpose). At the end of the given time, the children stop working. The example on the board is then worked out by the whole class. Then the scoring is done.

Scoring: The first correct paper scores one, the second correct paper, two, the third, three, etc. A child is stationed at the board to write scores as the teacher calls them. At the end of the game, scores are added and the winning row found.

The contest may also be between boys and girls or between sides chosen in any manner suggested by the children.

—*Original*

## XXXII

### NUMBER BUILDING

#### Floor Game

#### Third Grade

For twenty players prepare twenty sets of cards numbered from naught to twelve.

Let the children sit in a circle on the floor.

Each player places his cards, stacked, face downward in front of him. The game begins by each player turning over his top card.

The leader begins by calling the figure on his top card.

If it is the sum of two other numbers in sight, he places it on top of them, gives the combination aloud and forms a book.

If he cannot match with his first card, he draws another card and tries to make a book.

The next player continues the game.

The first player to get three different books wins the game.

This game also may be used as a drill in multiplication.

—*Adapted to grade from the game "Number Building,"  
in Teachers' College Record*

## XXXIII

### WHO SPELLS FIRST?

Third Grade

The children stand in two rows, all facing the board except the first child in each row. A child with a pointer points to some word in a list written on the board. The word is pronounced by those facing the board and spelled by the two who have their backs turned. The one who spells first remains standing while the other sits and the next in line takes his place. The object is to see which row can stand the longer time.

## XXXIV

### MEMORY SPEED-GAME

[See Word List, Game XXXIII]

Erase the entire list of words. Choose one child from each group or row to write the words from memory, seeing who can finish in the shortest time. Keep score.

## XXXV

### SOLITAIRE

#### Third Grade

Decks of cards may be made by the children. Use manila cardboard and printing press. Each deck consists of two sets of cards numbering from 1 to 20, inclusive, and six picture cards, making in all 52 cards. The picture cards may be educational, such as the Arm and Hammer Baking Soda, bird cards mounted on manila cardboard, etc. In order to play the game, the cards must first be shuffled and held face downward. Taking the cards from the top of the deck, place them on the desk in three rows, four cards in a row, thus making 12 cards on the desk, face up. Remove any two cards, the sum of which is twenty. Fill in the vacant spaces with cards taken from those held in the hand. If there is no combination of 20 on the desk, the child may turn over the top card of those he is holding. If this fails in giving a combination of 20, the player loses and must start over. The object is to fill all spaces made vacant by removing cards, the combination of which was 20, with the picture cards, of which there are twelve in a deck.

—Original

## XXXVI

### VERB GAMES

Third Grade

#### PREPARATION :

Make cards with principal parts of verbs commonly incorrectly used, as

1. do, did, done
2. see, saw, seen
3. run, ran, run
4. eat, ate, eaten
5. grow, grew, grown
6. sing, sang, sung
7. speak, spoke, spoken

#### I—AUTHORS

One child in the group holds all the cards. As she reads the verb on each card, the child who uses it correctly in a sentence takes the card. When all the cards have been given out, each child is given the opportunity to dispose of the cards he does not need for his "Book."

He reads the verb on each card he cannot use, and the child who is making a book of the principal parts of that verb will make an effort to obtain it by using it correctly in a sentence. After each



child holding cards has read his odd cards once, they are reread, giving the children another opportunity to obtain the cards they wish.

The game may be discontinued at any time after the cards have been distributed. The winner is the child holding the most books, each book being composed of the principal parts of a verb. —*Adapted*

## II—LANGUAGE MATCH

Choose sides as in spelling match. Deal cards. Each child gives sentences, using principal parts of his verbs.

The side having the greatest number standing after each child has had his turn wins.

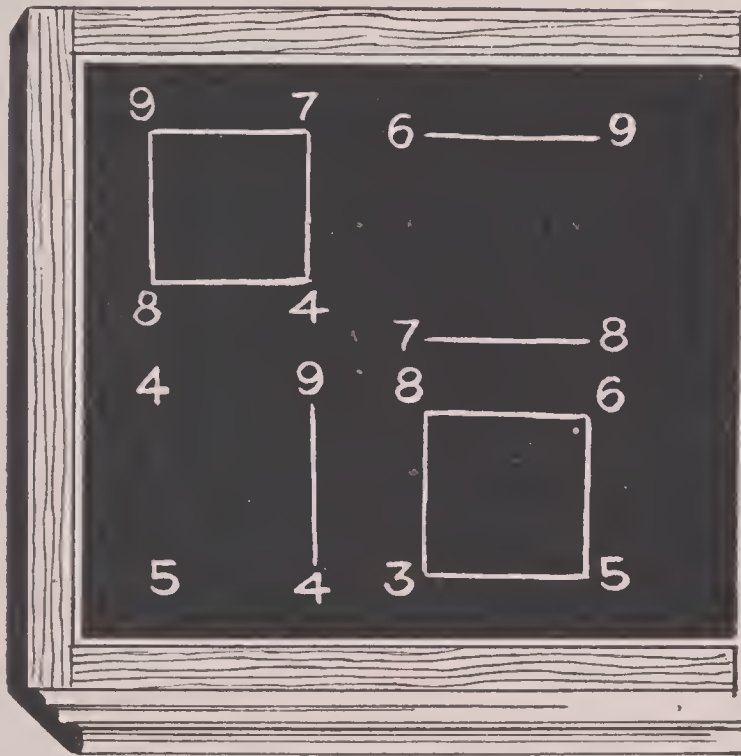
—*Adapted*

## XXXVII

### BOXES

Third Grade

Place the numbers on the board in the following manner (lines omitted) :



Have several groups of children playing. The first child in each group will give the sum of two adjacent numbers. If he gives the sum correctly he will join the two numbers with a line. For example, if the child says, "Nine and eight are seventeen," he will join 9 and 8 with a straight line. The next child will give

the sum of two numbers and join the two numbers. The children will proceed, playing until all numbers are joined.

If, for instance, 9 and 8, 9 and 7, 8 and 4, are joined, the child who joins 4 and 7 has formed a box and places his initials in it. Then he is given another turn. The object of the game is to see who will complete the greatest number of boxes. Each child will try to form a box for himself and also try to join two numbers which will prevent the next players from forming a box, by skipping from square to square.

This game may also be used as a drill for multiplication tables. The children give the product instead of the sum of the two numbers.

It is well to start a game with easy combinations until the technique is mastered, when the repetition of the harder combinations as,  $5+8$ ,  $6+9$ ,  $8+9$ , etc., will make the game interesting for some days.

—*Original*

## XXXVIII

### GROUP-READING GAME

Third Grade

#### PREPARATION :

(a) The teacher selects a group of children of about equal reading ability.

(b) Two children choose sides ; to be known as “blues” and “reds.”

(c) A score-keeper is chosen.

(d) Suitable reading material which presents no great difficulty is selected by the teacher.

(e) The teacher gives previous practice in finding “key words” (central thoughts) of rather short portions of a story.

The use of introductory words such as *why*, *which*, *when*, *where* and *how* often helps a child to express his key word.

#### ILLUSTRATION :

Where was Red Riding Hood going?

Why did Red Riding Hood stop in the woods?

#### PROCEDURE :

The following rules of the game are decided upon :

1. The time limit shall be two or three minutes for the reading of each portion.





Group Reading—3A-B Grade



2. The teacher shall say “Begin,” and “Time” for each such reading.

3. The teacher is to tell how far the children are to read each time, as “Read to the words ‘*through the woods.*’ ”

4. As a child completes the reading of the designated portion and thinks of a good key word, he shall stand. All must stand when time is called.

5. The children on each side shall give their key words and the teacher will write them on the board. The best is selected and the tally-keeper marks the score.

The game continues with the next portion to be read.

## XXXIX

### RACE AT THE BOARD

Third Grade

Send three pupils to the blackboard. Place these children in such positions that the class can easily watch them. Some pupil dictates a word from the lesson and then counts 1, 2, 3. Upon count 3, each writes the word dictated and the class watches to see who wins (is first to complete the word correctly). The winner dictates in the same manner another word to be written by three other pupils selected by the teacher. Good penmanship counts.

In any game the teacher should give careful attention to the formation of right habits. Inaccuracy, scribbling or copying are not permissible.

It is understood that to do means *to do one's best*.

## XL

### NUMBER MATCH

Third Grade

Make combinations on manila cards as

$$\begin{array}{r} 4 \quad 2 \quad 5 \\ 3 \quad 6 \quad 4 \\ \hline \end{array}$$

Two children choose sides.

The teacher flashes a card to the leader of one side; if he misses, No. 1 on the other side has a turn, as in a spelling match.

Those who miss stand in the “pot” in the center between the two lines. They can get out of the pot (when called upon) by answering correctly when a child in either line misses.

The larger side at the close of the game wins.

#### VARIATION OF THE GAME:

Children form a circle with the teacher in the center. The teacher names a leader and then flashes a card. If the leader’s answer is correct he sits, otherwise the game continues around the circle until the right answer is given. Other cards are flashed. Children left standing are in the “pot.”

—Original

# XLI

## TIT-TAT-TOE

Third Grade

0, 2, 4, 6

1, 3, 5, 7

	0	4	2	
	5	3	1	
10 ←	5	3	7	→ 10
	↓	↓	↓	
	10	10	10	

In Tit-tat-toe, place as many large squares (figures omitted) like the above on the board as space allows.

Two children play at each square. They play alternately, with different checks (x,  $\checkmark$ ). Choose 10 for the answers.

The two different checks are used as a means of identifying the 10's at end of game. The children check each 10 as they get it.

One child may write only the numbers 0, 2, 4, 6—the other child may write only 1, 3, 5, 7.

However, each may *use* his opponent's figures when *playing*.

These three numbers whose sum is 10 must be

placed in the square either vertically, horizontally or diagonally, when playing.

The object of the game is stated before the children begin to play. It usually is to get three numbers whose sum is 9, 10, 11 or 12. The teacher may say, "Try to get three numbers whose sum is 10." Then all the children at all the squares try to get three numbers whose sum is 10.

After all the spaces within the squares are filled, the one having the greatest number of 10's is the victor.

This game can be made more difficult by letting one player use the numbers 0, 2, 4, 6, 8, while the other player uses 1, 3, 5, 7, 9. Then let players work to get three numbers whose sum is 14, 15, 16.

This game is a favorite with the children, who in time become expert in blocking their partner's moves.

—*Original*



## XLII

### PLAYING GROCERY STORE

#### Part I

#### Third Grade

##### SITUATION :

Everything but the shelves was furnished and arranged by the children. Empty baking powder cans, breakfast food, coffee and spice boxes, extract bottles, soap wrappers, etc., were brought from home. These the children filled with sawdust, white sand or whatever made them seem most realistic. The packages were pasted to make them look like new and then arranged on the shelves. This was all done between bells and during indoor rest periods. Toy telephones and desk bells provided splendid telephone service and helped to make it all more like the real thing and more interesting.

##### METHOD

No doubt there are many ways of conducting a store of this kind, but the value of the same is to be determined by the various skills which are introduced, as language, number work, songs and games.

The work, as a whole, has a very practical side, for the children make their own change, take telephone orders, make out and receipt bills, charge accounts

and C. O. D.'s. Much of this should be taken as language blackboard work before the class is ready to "go into business." Before the opening day one lesson should be devoted to making out real bills, donated by a nearby grocer.

### STORY LESSON

If we are going to have a store and buy and sell, we shall need money. Do you know where we get money? (Introducing mints, cities where they are located, etc.) Out of what do they make money? (Introducing metals, mines, etc.)

Of what is a dime made? A penny? A quarter? Five dollars, etc.? (Coming into contact with real money and studying the same as to value, etc.)

These and similar questions lead to the study of mines, metals and money, which provide language and geography lessons.

### GAMES

1. The children are seated in a circle on the floor. Each child has a number of pieces of toy money in his hand. One at a time around the circle they ask for change from any other member of the class. The child making the change counts it as he does so.

2. This game is played by making the circle as before and each child taking the amount and number of pieces of money he wishes with him from his box on his desk. With the money in his hand he will

ask, "I have fifty cents (or the amount he actually holds) in my hand. What pieces of money have I?" The child guessing correctly continues the game by asking the same question, but stating the amount he holds in his hand.

3. For this game we form another circle. One child at a time holds up one piece of money (say one dollar) and asks, "How many nickels in one dollar?" The child answering correctly shows a piece (say one-half dollar) and asks, "How many dimes in one-half dollar?" etc.

4. To play this game, money of exact size is drawn on the board.



One child asks another to "Erase the piece that equals two quarters." The second child then erases a one-half dollar coin. Another problem, "Erase the piece that equals one dime, two nickels and five pennies." This child erases a quarter, at the same time stating that one dime, two nickels and five pennies are the same as one quarter.

## PROBLEMS

Problems like the following are written on slips of paper and one given to each member of the class:

1. I had a dollar. My bill was fifty cents. How much change did I receive?

2. I had fifty cents. The store-keeper gave me twenty-five cents for change. What was my bill?

3. My bill amounted to seventy-five cents. My change was twenty-five cents. How much money did I take to the store?

4. I went to the store with two dimes, one nickel and five pennies. I didn't get any change. What was my bill?

Many games and problems may be worked out similar to the above.



## XLIII

### PLAYING GROCERY STORE

#### Part II

#### Third Grade

Material for the general store is furnished by Model Store Keeping Co. and by the children. Cash register, telephones, toy money may be used. Envelopes make good pocketbooks. Some storekeepers will give away bill pads. Exhibits of rubber, cotton, silk, cocoa are owned by most schools.

1. One child is chosen salesman. He wears his cap and carries a box containing some exhibit. He comes to the store, asks to see the proprietor, displays his goods, telling how they are made, where they come from, and then takes the order. As the salesman writes the order, the class writes with him. He gives the amount of the bill. One of the class corrects him if he is wrong.

2. One pupil has a toy telephone on his desk. He calls up the grocery and gives an order to the clerk. The clerk fills out the order and gives it to the delivery boy, who takes it to that pupil and gives correct change.

3. Another pupil goes to the store to buy. He pays for what he gets.



4. One child is proprietor. Two pupils pretend that they are coming from school. They stop in the grocery and say something like this: "We were talking about sugar in school today. Could you tell us how we get sugar?" The clerk then gives the information he has received in a previous geography lesson.

5. One child is the teacher. She asks the children to solve this problem: "See how many articles you can buy for \$1.00, as:

1 lb. of coffee.....	\$0.30
3 cans cleanser.....	.15
1 pr. rubber heels.....	.50
1 box matches.....	.05
	<hr/>
	\$1.00

Other methods of playing suggest themselves.

## XLIV

### PLAYING GROCERY STORE

#### Part III

##### Third Grade

A clerk is chosen from several children who have acted as clerks at a real store. The children vote for Doral because he is the best. Toy money of different denominations is placed on each child's desk. Each one has a pencil and a piece of paper on his desk.

Mary goes to the store and buys a box of Grape-Nuts, a box of Jello and a small cake of chocolate.

*Doral:* Grape-Nuts, 18c; Jello, 15c; cake of chocolate, 6c.

The children write these prices on their papers, using dollar and cents signs, and add them.

*Mary:* I gave him 50c.

Doral calls on different children to give the change he should receive. If pupils do not give the correct answer, the teacher works the problem on the board with the children.

The store idea may be used in multiplication.

*Doral:* I am going to sell out. Here are five pack-

ages of Rolled Oats at 18c a package. What is the price of all?

Children at seats work out answer.

*Ruth:* 90c.

*Doral:* Yes.

He sells them to her, providing she has enough money.

*Teacher:* Each boy and girl, write on your paper one thing you would like to buy this morning. What did you write, Marion?

*Marion:* Corn Flakes.

*Teacher:* All write Corn Flakes.

*Edith:* Candy.

*Teacher:* All write Candy.

Teacher continues this until she knows what each child has written. Then she writes the following on the board:

4 packages of Corn Flakes

5 packages of Jello

3 packages of Oatmeal

6 pieces of Candy

One child is chosen to buy the Corn Flakes. The four packages are placed on the table so that the class can see them.

*Teacher:* How many packages are here?

*Children:* Four.

The teacher places 4 on the board.

*Teacher:* Everett, take one package. How many packages has he, Dorothy?

*Dorothy:* One.

Teacher writes one above the four, thus,  $1/4$ .

*Teacher:* What part of all the packages has Everett?

*Edward:* One-fourth.

*Teacher:* Then what does one-fourth of four equal?

*Edward:* One-fourth of four equals one.

In a similar manner, develop  $1/3$ ,  $3/4$ ,  $1/2$ ,  $2/3$ , etc., from the purchase of the four, five, three and six articles.

In playing grocery store the teacher sets the situation with materials, and the children's initiative plans for the particular game.

Just as a formal game may be raised to a higher level of effort, so the skill acquired in playing a formal game may furnish an incentive for a project.





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